

Agenda Book
EPSB Meeting Agenda
EPSB Offices
100 Airport Road, 3rd Floor, Conference Room A, Frankfort, KY 40601
May 16, 2011

Sunday, May 15, 2011

5:30 PM EDT NEW BOARD MEMBER ORIENTATION
EPSB Offices, Conference Room A

NO BUSINESS WILL BE CONDUCTED

Monday, May 16, 2011

9:00 AM EDT Call to Order

Swearing In of New Board Members

Roll Call

Open Speak

Approval of Consent Items

- A. [Approval of March 7, 2011 EPSB Minutes](#) (Pages 1-24)
- B. [Approval of Contracts](#) (Mr. Gary Freeland) (Pages 25-28)
- C. [University of Kentucky: Master of Education - Teacher Leader: Educational Leadership](#) (Dr. Kim Walters-Parker) (Pages 29-32)
- D. [University of the Cumberlands: Master of Arts in Education – Teacher Leader](#) (Dr. Walters-Parker) (Pages 33-36)
- E. [Lindsey Wilson College: Master of Education - Teacher as Leader](#) (Dr. Walters-Parker) (Pages 37-40)
- F. [Morehead State University: Education Specialist \(Ed.S.\) in Instructional Leadership - Principal Preparation Program, All Grades](#) (Dr. Walters-Parker) (Pages 41-44)
- G. [Northern Kentucky University: Education Specialist \(Ed.S.\) in Educational Leadership - Principal Preparation Program, All Grades](#) (Dr. Walters-Parker) (Pages 45-48)

Report of the Executive Director

- A. Report from the Kentucky Department of Education
- B. Report from the Council on Postsecondary Education
- C. Report on Governor's Transforming Education in Kentucky (TEK) Task Force Recommendations and Senate Bill 1 (SB1) Update (Ms. Linda Nickel)

Report of the Chair

Appointment to the Program and Accreditation Review Committee (PARC)

Committee Reports

Presentation

Morehead State University Residency Program with Rowan County Schools

Information/Discussion Items

- A. [Awarded Contracts](#) (Mr. Freeland) (**Pages 49-50**)
- B. [New Regulation: University-Based Alternative Certification Programs for Teachers of World Languages, Notice of Intent](#) (Mr. Mike Carr) (**Pages 51-58**)
- C. [16 KAR 2:040. Interdisciplinary Early Childhood Education, Birth to Primary, Notice of Intent](#) (Ms. Alicia Sneed) (**Pages 59-70**)
- D. [16 KAR 5:020. Standards for Admission to Educator Preparation, Notice of Intent](#) (Dr. Walters-Parker) (**Pages 71-80**)
- E. [16 KAR 5:040. Admission, Placement, and Supervision in Student Teaching, Notice of Intent](#) (Dr. Walters-Parker) (**Pages 81-96**)
- F. [Update on Teacher Preparation Program Entrance Exam](#) (Mr. Robert Brown) (**Pages 97-102**)
- G. [Alignment of KTIP to Requirements of SB1](#) (Mr. Brown) (**Pages 103-104**)

Action Items

- A. [Funding for KTIP in 2012](#) (Mr. Freeland; Mr. Brown) (**Pages 105-106**)
- B. [16 KAR 2:010. Kentucky Teaching Certificates, Amendment, Final Action](#) (Ms. Sneed) (**Pages 107-126**)
- C. [16 KAR 4:060. Certificate Renewals and Successful Teaching Experience, Amendment, Final Action](#) (Ms. Sneed) (**Pages 127-139**)

Board Comments

Following a motion in open session, it is anticipated that the board will move into closed session as provided by KRS 61.810 (1)(c) and (1)(j).

Certification Review and Revocation: Pending Litigation Review

Following review of pending litigation, the board shall move into open session. All decisions will be made in open session.

Adjournment

Next Regular Meeting:
August 1, 2011
EPSB Offices

The actions delineated below were taken in open session of the EPSB at the March 7, 2011 meeting. This information is provided in summary form; an official record of the meeting is available in the permanent records of the Education Professional Standards Board (EPSB), 100 Airport Road, 3rd Floor, Frankfort, KY 40601

Education Professional Standards Board (EPSB)
Summary Minutes of the Regular Business Meeting
EPSB Offices, 100 Airport Road, 3rd Floor
Frankfort, Kentucky
March 7, 2011

Call to Order

Chair Lorraine Williams called the meeting to order at approximately 9:05 a.m.

Roll Call

The following members were present during the March 7, 2011, EPSB meeting: Frank Cheatham, Michael Dailey, John DeAtley, Cathy Gunn, Lynn May, Zenaida Smith, Bobbie Stoess, Tom Stull, Mark Wasicsko, Cassandra Webb, Lorraine Williams, and Cynthia York. Sandy Sinclair-Curry was absent.

Open Speak

There were no requests for Open Speak.

Approval of Consent Items

Chair Williams requested that board members identify any items on the consent agenda that they wished to discuss prior to taking final action. Requests were made to add Consent Item C to the agenda as Action Item G and Consent Item F as Action Item H.

2011-012

Motion made by Dr. Mark Wasicsko, seconded by Dr. Frank Cheatham, to approve the following items on the consent agenda:

Consent Item A. Approval of January 10, 2011 EPSB Minutes

Consent Item B. Approval of Contracts

Consent Item D. Principal Preparation Program, All Grades, Bellarmine University

Consent Item E. Mathematics, Grades 8-12 (Bachelor's Level), Kentucky Christian University

Consent Item G. Chinese, Grades P-12 (Bachelor's Level), Western Kentucky University

Consent Item H. Future Board Meeting Dates

Consent Item I. 16 KAR 5:040. Request to Waive the Cooperating Teacher Eligibility Requirements, Dr. Mary John O'Hair on behalf of Ms. Jayme Combs

Consent Item J. 16 KAR 5:040. Request to Waive the Language Pertaining to the Length of Student Teaching Requirements

Consent Item K. 16 KAR 6:010. Request to Waive Language Pertaining to Middle School English and Communications (5-9) Certification Assessment Requirements

Vote: *Unanimous*

Dr. Ann Bucalos and Dr. Robert Cooter of Bellarmine University expressed their pleasure at the board's approval of the university's principal preparation program.

Dr. Karen Ford of Kentucky Christian University said staff is excited to begin the new program.

Dr. Sam Evans of Western Kentucky University (WKU) said that WKU's Chinese program will be helpful to districts in the area, and the university looks forward to being able to serve them.

Report of the Executive Director

Report from the Kentucky Department of Education

Mr. Michael Dailey reported on recent events at KDE:

* On March 22-23, there will be statewide steering committee meetings on the teacher and leader effectiveness evaluation system for professional growth and development.

* The Tell Kentucky Survey began March 1st. Thus far there has been an overwhelming response with approximately 16,300 surveys completed (roughly 30%-45% of the educator workforce).

Report from the Council on Postsecondary Education (CPE)

Mr. John DeAtley reported on recent events at CPE:

* Education doctorates for Western Kentucky University, Northern Kentucky University, and Eastern Kentucky University will be reviewed soon.

* CPE is in the process of creating general education learning outcomes across the state.

* The tuition setting process is underway.

* CPE has been busy with Senate Bill 1 work. So far 3 workshops have been hosted. There are 3 more workshops and 2 web seminars left. To sign up for the workshops and online modules, you may visit www.kycorestandards.org.

* The Commissioner of Education mentioned that an assessment vendor may be chosen in the next couple of weeks.

* CPE is reviewing proposals to create assessment academies across the state institutions.

* CPE is working on common placement test cut off scores for institutions. All institutions in the state have agreed to accept COMPASS at all levels and areas for placement without remediation and testing. Additionally, CPE is helping develop transition courses for students who take the ACT at the end of their junior year and whose test scores show they would not be college-ready based on the ACT. These students would be allowed to take a transition course. KDE is offering one administration of the COMPASS test at the end of the transition course for another attempt to show college readiness. All institutions have agreed to accept the COMPASS score without retesting.

National Board

Mr. Gary Freeland and Mr. Robert Brown recommended not issuing contracts for National Board mentoring because the EPSB has not been given funding for the program. They noted that

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the best case scenario is that the new federal budget will include National Board funding, which would then allow the agency to issue mentoring contracts.

Legislative Update

Ms. Alicia Sneed reported on the legislative session still in progress. Currently legislators are working on House Bill 305 to determine how to fix the Medicaid funding shortfalls. Of the 662 bills introduced this legislative session, 96 bills were enrolled and sent to the Governor for his signature.

Report of the Chair

Appointment of the Committee to Review Cut Scores for Assessments (CRCSA)

Chair Williams made the following appointments to CRCSA: Dr. Tony Norman, Dr. Mark Wasicsko, Dr. Gary Schroeder, Dr. Paul Erickson, Dr. Renee Campoy, Dr. Corrie Orthober, Dr. Verna Lowe, Dr. Gary Pate, and Mr. John DeAtley.

Appointment of the Program and Accreditation Review Committee (PARC)

Chair Williams made the following appointments to PARC:

Anne Bucalos, Judi Conrad, John DeAtley, Beverly Downing, Tony Norman, Parker Fawson, Verna Lowe, Margaret Moore, Shirley Nelson, Brenda Overturf, Carol Ryan, Cindy Parker, Norma Patrick, Kathryn Polmanteer, Brenda Priddy, Manish Sharma, and Alesa Walker.

Appointments to the Master's Redesign Review Committee

Chair Williams appointed Joe Tinius, Superintendent of the Bowling Green Independent Schools, to the Master's Redesign Review Committee.

Appointments to the Continuous Assessment Review Committee (CARC)

Chair Williams appointed Elizabeth Pelphrey and Dr. Charles Roberts to CARC.

Committee Reports

Retreat Committee

Retreat committee chair Tom Stull stated that the retreat scheduled for May was cancelled, but he has not given up on the idea for a later date. He is awaiting the appointments of new board members to resume the task because there are important items such as the recommended order process that the board needs to discuss.

Information/Discussion Items

16 KAR 2:010. Kentucky Teaching Certificates, Amendment, Notice of Intent

Ms. Alicia Sneed reported that during the amendment process for 16 KAR 3:050, staff discovered that the current TC-1 form revised in October 2005 was not incorporated by reference in 16 KAR 2:010. 16 KAR 3:050 references the TC-1 and states that it is incorporated by reference in 16 KAR 2:010. 16 KAR 2:010 references the April 2004 version of the TC-1; therefore, in order to avoid any confusion, the regulation must be amended to incorporate the October 2005 edition currently in use by the Division of Certification.

Ms. Sneed noted that an additional amendment will be made on page 88 of the agenda book. Lines 11-12 will be stricken to remove the master's degree requirement in reading and literacy

because none of EPSB's endorsements require a master's degree. This item will be brought back in May for final action.

16 KAR 4:060. Certificate Renewals and Successful Teaching Experience, Amendment, Notice of Intent

Ms. Alicia Sneed reported that during the amendment process for 16 KAR 3:050, staff discovered that the current TC-2 form revised in October of 2003 was not incorporated by reference in 16 KAR 4:060. 16 KAR 3:050 references the TC-2 and states that it is incorporated by reference in 16 KAR 4:060.

16 KAR 4:060 references the September 2000 version of the TC-2; therefore, in order to avoid any confusion, the regulation must be amended to incorporate the October 2003 edition currently in use by the Division of Certification.

This item will be brought back in May for final action.

Action Items

Approval of NASDTEC Interstate Agreement

2011-013

Motion made by Dr. Cathy Gunn, seconded by Ms. Zenaida Smith, to authorize the executive director to sign the NASDTEC Interstate Agreement.

Vote: *Unanimous*

16 KAR 6:030. Examination Prerequisites for Principal Certification, Amendment, Final Action

Mr. Robert Brown noted that the cost for the Kentucky Principal Test will stay the same at \$80 instead of the previously announced increase to \$85.

2011-014

Motion made by Dr. Cheatham, seconded by Ms. Lynn May, to approve the proposed amendments to 16 KAR 6:030 to reflect the change in test code to Kentucky Specialty Test of Instructional and Administrative Practices (1015) with no required passing score, effective September 1, 2011, through August 31, 2012.

Vote: *Unanimous*

Report of the Committee to Review Superintendent Programs

Mr. Robert Brown, Dr. Jack Rose, and Dr. Susan Compton gave a report on behalf of the Committee to Review Superintendent Programs. This committee was established by the EPSB to study the following issues and make recommendations to the board as outlined in the charter:

- the current state of superintendent preparation in Kentucky
- the inclusion of high quality clinical experiences for both traditional superintendent candidates and those seeking certification through an alternative route
- the alignment of superintendent preparation with teacher leader master's programs, redesigned principal programs, and the General Assembly-mandated training and assessment center provided by the Kentucky Department of Education

- the review of programs that prepare supervisors of instruction and directors of pupil personnel

Recommendation 1: CRSP recommends that all superintendent preparation programs continue to align superintendent program courses with the Interstate School Leaders Licensure Consortium (ISLLC) Standards and Technology Standards for School Administrators (TSSA), as well as incorporate standards of 21st Century skills, e.g., creativity and innovation, critical thinking and problem solving, communication and collaboration, and leadership and responsibility.

Recommendation 2: CRSP recommends that all superintendent preparation programs use multiple measures to determine candidates' knowledge, skills, and dispositions prior to admittance into a traditional superintendent program. Evidence of these measures should be included in an admissions portfolio.

Recommendation 3: CRSP recommends that alternative program applicants provide evidence of comparable skills.

Recommendation 4: CRSP recommends that throughout all coursework superintendent preparation programs utilize the clinical model that provides multiple field experiences aligned to the required standards. A matrix should be provided to show how field experiences are aligned to the course and indicator. CRSP recommends that the design team develop sample field experiences aligned to learner outcomes.

Recommendation 5: CRSP recommends that new superintendent candidates provide through documentation—via a work sample, e-portfolio, or other means—data collected to determine the effectiveness of the field experience.

Recommendation 6: CRSP recommends that superintendent programs include a structured mentoring experience for their candidates.

Recommendation 7: CRSP recommends creating a statewide team to design an outline for model syllabi that include consistent learner outcomes and objectives for all programs. CRSP recommends that universities/colleges communicate with districts through superintendents via cooperatives and/or the P16/P20 collaborative to ensure the alignment of programs to district needs. Through the CCSLP, institutions shall collaborate to address this recommendation.

Recommendation 8: CRSP recommends that universities require candidates to successfully design, implement, and report results of a capstone project prior to exit from the program. The capstone project should be presented to a panel of program faculty and practicing school administrators.

Recommendation 9: Continuation of certification for superintendent

Dr. Mark Wasicsko suggested a change under Recommendation 9 in the third bullet, which states “Superintendents who have not been active for 5 or more years should complete the training center to be made aware of current trends.” He recommended that the word *active* be changed to *employed* to avoid confusion.

Mr. Michael Dailey stated that the focus on out-of-state programs is right on mark. He said that EILA credit is granted in his division, and his division is redesigning the professional development tool and planning to design a professional development framework. He said he would like the committee's input on this redesign effort. Additionally, he said that he leads a

program called the minority superintendent model that is in need of redesign, and he would like to borrow some of the committee's ideas to redesign its mentorship program.

Ms. Lynn May stated that the committee addressed some of her concerns and she appreciates recommendation 7, which specifies that "program courses shall also include acquiring a working knowledge of SBDM and collaboratively working with councils to focus on continuous improvement of student learning." Ms. Cassandra Webb agreed with Ms. May and asked for clarification on leadership roles under Recommendation 2. Chair Williams stated that she is pleased with the recommendations.

2011-015

Motion made by Dr. Wasicsko, seconded by Dr. Gunn, to accept the report of the Committee to Review Superintendent Programs and instruct staff to prepare a study for the feasibility of implementing the recommendations for further board review and action.

Vote: *Unanimous*

Charter for the Committee to Review Cut Scores for Assessments (CRCSA)

Mr. Robert Brown reported that CRCSA will examine assessment performance data and recommend a revised cut score framework. The goal of the revisions is to move cut scores for educator certification tests out of the bottom quartile nationally. The committee expects to complete a final report with specific recommendations by October 31, 2011.

2011-016

Motion made by Ms. May, seconded by Ms. Smith, to approve the charter for the Committee to Review Cut Scores for Assessments.

Vote: *Unanimous.*

Charter for the Program and Accreditation Review Committee (PARC)

Dr. Kim Walters-Parker reported that PARC shall be charged with reviewing current program approval and accreditation processes and then make recommendations for improving those processes. PARC's work will address recent legislation, EPSB committee recommendations, the changing accreditation landscape, and a desire to improve the efficiency of program approval and accreditation processes.

2011-017

Motion made by Dr. Gunn, seconded by Mr. Michael Dailey, to approve the charter for the Program and Accreditation Review Committee.

Vote: *Unanimous*

Dr. Rogers stated that he envisions major changes as a result of work from this committee, not subtle tweaks.

Review of EPSB Goals and Strategies

2011-018

Motion made by Ms. Bobbie Stoess, seconded by Dr. Cheatham, to approve the adoption of the goals and strategies for 2011-2012.

Vote: *Unanimous*

Master of Arts in Education with Teacher Leader Endorsement, Union College

Dr. Cathy Gunn asked Dr. Jason Reeves of Union College questions pertaining to core courses of the program.

2011-019

Motion made by Mr. John DeAtley, seconded by Mr. Dailey, to approve the Union College request for the Master of Arts in Education with Teacher Leader Endorsement.

Vote: *Unanimous*

Chinese, Grades P-12 (Master's Level) and Japanese, Grades P-12 (Master's Level), University of Kentucky

Mr. Tom Stull noted that this is a master's level program, not bachelor's level as indicated on the board agenda and staff note. Ms. Zenaida Smith asked questions pertaining to the content knowledge test of this program.

2011-020

Motion made by Mr. DeAtley, seconded by Ms. Smith, to approve the proposed Chinese and Japanese, Grades P-12 preparation program addition.

Vote: *Unanimous*

Board Comments

The board asked Dr. Rogers and Mr. Gary Freeland to continue to investigate going electronic with board materials. The board indicated readiness to dispense with printed materials. Ms. Lynn May asked that all the materials posted to the EPSB website be in a .pdf format. Dr. Rogers stated that all board meeting materials will be available in an electronic format by May or August of this year.

**DISCIPLINARY MATTERS:
MINUTES OF CASE REVIEW
March 7, 2011**

Motion made by Ms. Bobbie Stoess, seconded by Ms. Zenaida Smith, to go into closed session for the purpose of discussing proposed or pending litigation in accordance with KRS 61.810(1) (c) & (j).

Vote: *Unanimous*

Motion made by Ms. Lynn May, seconded by Mr. John DeAtley, to return to open session.

Vote: *Unanimous*

The following board members concurred with the actions as listed below with the noted exceptions:

Lorraine Williams, Tom Stull, Zenaida Smith, Lynn May, Cathy Gunn, Michael Dailey, John DeAtley, Bobbie Stoess, Cynthia York, and Cassandra Webb.

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Attorneys present were Alicia A. Sneed, Gary A. Stephens, Cassie Trueblood, Whitney Crowe, and Angela Evans.

INITIAL CASE REVIEW

<u>Case Number</u>	<u>Decision</u>
1009563	Hear
1011726	Defer
1011754	Admonish
1011746	Defer for proof
1011740	Defer for proof
1011784	Defer for proof
1012818	Hear
1011788	Dismiss
1011687	Dismiss
1012813	Defer
1010654	Admonish
1009555	Hear
1011673	Admonish
1011714	Hear
1011718	Defer
1011742	Hear
1011738	Dismiss
11011	Admonish
1011786	Admonish
11017	Hear
11015	Hear
11019	Hear
11013	Hear
110111	Hear
1011675	Hear
1011685	Hear
1101796	Hear
1011716	Hear
1010578	Hear
1011764	Dismiss
1011679	Hear
1011782	Hear
1010648	Hear
1011708	Admonish
1012826	Dismiss
1011681	Hear
1010628	Admonish
1011750	Admonish
1011689	Admonish
1012834	Admonish

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1009546	Hear
1012822	Hear
1012840	Hear
1011744	Hear
1011776	Hear
110121	Hear
1011730	Hear
1011756	Hear
1012816	Hear
1011669	Hear
1011663	Hear
1011778	Hear
1011683	Hear
1011790	Hear
1011748	Admonish
1009565	Hear
1011699	Admonish
1011710	Admonish
1011712	Hear
1011758	Admonish
0912725	Admonish
1005325	Dismiss
1004242	Dismiss
0905229	Hear
0912650	Dismiss
0806916	Dismiss
0806914	Dismiss
1004205	Dismiss

Character/Fitness Review

<u>Case Number</u>	<u>Decision</u>
10888	Approve
10916	Approve
114	Approve
10873	Approve
1116	Approve
1117	Approve
1120	Approve
117	Approve
10851	Approve (<i>Dr. Gunn recused</i>)
1126	Approve
1135	Defer
1137	Approve
1138	Approve
1139	Approve
1145	Approve

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1121	Approve
1149	Approve
1148	Approve
1152	Approve
1153	Approve
1159	Approve
1162	Approve
1140	Approve
1165	Approve
1174	Approve
1173	Approve
1179	Approve
1180	Approve
1182	Approve
1184	Approve
1196	Approve
1198	Approve
1160	Approve
11101	Approve

Agreed Orders

Case Number

Decision

1005310 (Mark Blackburn)	<p>Accept Agreed Order dismissing Agency Case Number 1005310.</p> <p>While the Board acknowledges that Respondent vehemently denies all allegations against him, it feels strongly that all educators benefit from training in ethics and professionalism. Therefore, the Board conditions this dismissal on Respondent's agreement to present written evidence to the Board, on or before May 1, 2011, that he has successfully completed twelve hours of such professional development/training, approved by the Board and at his own expense. Shall Respondent fail to do so, his certificate shall be automatically suspended until he satisfies this condition.</p> <p>Vote: <i>Unanimous (Dr. Gunn recused; Ms. Williams dissented)</i></p>
090257 (Gordon Couch)	<p>Accept Agreed Order which states as follows:</p> <p>Respondent's certificate is expired. Respondent agrees to neither apply for nor be issued any teaching certificate in the Commonwealth of Kentucky for a period of twenty years beginning July 1, 2009.</p> <p>Upon application for any future certificate, Respondent shall present written evidence to the Board that he has completed twelve hours of training/professional</p>

development, approved by the Board and at his own expense, in the areas of ethics and student/teacher boundary issues. Should Respondent fail to satisfy this condition, the Office of Certification shall deny his application, or any application presented on his behalf.

Any future certificate issued to Respondent shall be subject to the following probationary condition for the lifetime of the certificate. Respondent shall not be disciplined by any school district for any misconduct outlined in KRS 161.120 and/or 16 KAR 1:020. Discipline shall be defined as a reprimand, admonishment, suspension, or termination. If Respondent violates this condition, the Board shall automatically suspend his certificate for a period of two years and may seek additional sanctions pursuant to KRS 161.120.

Vote: *Unanimous*

0905337 (Glen Ripkoski)

Accept Agreed Order admonishing Respondent for using threatening language towards a co-worker. The Board reminds Respondent that as a teacher, he has a duty to maintain the dignity and integrity of the profession and to treat his fellow co-workers with respect. Threats of violence are not conducive to a positive working environment and place the school and education profession in jeopardy. The Board will not tolerate any further incidents of misconduct from Respondent.

This settlement agreement is expressly conditioned upon Respondent completing anger management counseling by a duly licensed clinical treatment provider with experience in anger management. Before initiating counseling, Respondent must present the Board with proof that the clinical treatment provider has experience in the area of anger management.

All counseling must be approved by the Board.

Respondent must provide written proof to the Board that he has completed the counseling by September 1, 2011. Any expense incurred for said training shall be paid by Respondent.

Respondent agrees that should he fail to satisfy the above condition, his certificate shall be automatically suspended until he provides written proof to the Board that he has completed the condition listed above.

Vote: *Unanimous*

1005331 (Alfred Mull)

Accept Agreed Order which states as follows:

Respondent is currently retired and he shall not seek or be employed in any position in a Kentucky P – 12 school

including as a substitute teacher for a period of two (2) years from the date this Order is approved by the Board. Prior to Respondent seeking or being employed in any position in a Kentucky P – 12 school, Respondent shall comply with the following:

1. Respondent shall submit written proof to the Board that he has completed twelve (12) hours of professional ethics training, as approved by the Board; and
2. Respondent shall submit to the Board letters of recommendation from two (2) educators with current Kentucky certification in good standing in which the educators attest that Respondent is morally and ethically fit to hold a teaching certificate.

Any expense required to satisfy the above conditions shall be paid by Respondent. If Respondent fails to satisfy the above conditions prior to employment in any position in a Kentucky, P – 12 school, then his certificate shall be automatically suspended until the conditions have been met.

In addition to the conditions above, maintenance of Respondent's certificate shall be conditioned upon the following:

Respondent shall not receive any disciplinary action involving the inappropriate use of technology from any school district in which he is employed. "Disciplinary action" is defined as any suspension, termination, or public reprimand issued by any school district in the Commonwealth of Kentucky and upheld, if requested, by either the tribunal and/or arbitration process.

Should Respondent violate this condition, his certificate shall be automatically suspended for a period of two (2) years, and subject to additional sanctions pursuant to KRS 161.120.

Vote: *Unanimous*

1002118 (Michelle Dickerson) Accept Agreed Order retroactively suspending Respondent's certificate for three (3) days beginning on February 15, 2010 and running through February 17, 2010. The Board admonishes Respondent for conduct unbecoming a teacher. Making inappropriate comments and using inappropriate language on a social networking website directed towards and in view of students is unprofessional and is a breach of one's duty to maintain the dignity and integrity of the teaching profession. The Board expects Respondent to uphold the Professional Code of Ethics for Kentucky Certified School Personnel in the future.

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Respondent hereby certifies that she is not presently “friends” on any social networking website with any student in any school district in which she is currently or has previously been employed. Examples of a “social networking website” include but are not necessarily limited to Facebook, MySpace, and Twitter.

Respondent’s certificate, and any future endorsements or new areas of certification, shall be subject to the following probationary conditions for a period of two (2) years from the date the Board accepts this Agreed Order:

1. On or before July 1, 2011, Respondent shall provide written proof to the Board that she has completed twelve (12) hours of ethics training as approved by the Board. This requirement shall include training in teacher-student boundaries. Any expense incurred for said training shall be paid by Respondent.
2. On or before July 1st of each year of the probationary period, Respondent shall submit a letter certifying that during the previous school year she was not “friends” on any social networking website with any student in any school district in which she is currently or has previously been employed. Examples of a “social networking website” include but are not necessarily limited to Facebook, MySpace, and Twitter.
3. For the entirety of the probationary period, Respondent shall receive no disciplinary actions involving inappropriate relationships with students or conduct unbecoming a teacher from any school district in which she is employed. “Disciplinary action” is defined as any public reprimand, suspension, or termination issued by any school district in the Commonwealth of Kentucky and upheld, if requested, by either the tribunal and/or arbitration process.

Should Respondent fail to satisfy the above conditions, her certificate shall be automatically suspended for a period of six (6) months and subject to additional sanctions by the Board pursuant to KRS 161.120.

Vote: *Unanimous*

1004218 (Timothy Riggs)

Accept Agreed Order which states as follows:
Respondent’s certificate is expired. Respondent shall neither apply for nor be issued any teaching, administrative, or emergency certificate in the Commonwealth of Kentucky at any time in the future.

Vote: *Unanimous*

1008481 (Luther Williams)

Accept Agreed Order which states as follows:

Respondent's certificate is expired. Issuance of any future certificate to Respondent, or on his behalf, is expressly conditioned upon Respondent providing, upon application, written proof to the Board that he has completed twelve (12) hours of classroom management training, as approved by the Board, as well as twelve (12) hours of professional development, as approved by the Board, in teacher ethics with an emphasis on teacher/student boundaries. Any expense for this training shall be paid by Respondent. Should Respondent fail to satisfy this condition, the Board shall automatically deny any application submitted by Respondent or on his behalf.

Upon issuance of any future certificate to Respondent, Respondent's certificate, and any future endorsements or new areas of certification, shall be on probation for a period of two (2) years. For the entirety of the probationary period, Respondent shall receive no disciplinary action. "Disciplinary action" is defined as any suspension, termination, or public reprimand issued by any school district in the Commonwealth of Kentucky and upheld, if requested, by either a tribunal and/or arbitration process. By entering into this Agreed Order, Respondent agrees that should he fail to satisfy the terms of the probation, his certificate shall be automatically suspended for a period of six (6) months.

Respondent is aware that should he violate KRS 161.120, either during or following this two (2) year period of probationary conditions, the Board shall initiate new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

0612309 (Melissa Smith)

Accept Agreed Order admonishing Respondent for conduct unbecoming a teacher. The Board trusts the members of its profession to exercise extraordinary care of the students entrusted to their supervision and her actions crossed boundaries that could have not only made a student uncomfortable but could have been interpreted as harassment. The Board will tolerate no behavior that reflects badly on the profession or has the potential to impact a student negatively.

This agreed order is expressly conditioned upon the following:

Respondent shall submit written proof to the Board that she has completed twelve (12) hours of professional development/training in ethics, as approved by the Board, by January 1, 2012. Any expense required for said training shall be paid by Respondent.

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Respondent agrees that, should she fail to satisfy this condition, her certificate shall be automatically suspended and will remain suspended until the condition is met.

Vote: *Unanimous*

1009559 (David Morrison) Accept Agreed Order which states as follows:
Respondent agrees to voluntarily surrender his certificate. Respondent shall neither apply for, nor be issued, a teaching and/or administrative certificate in the Commonwealth of Kentucky at any time in the future. Respondent shall surrender the original certificate and all copies of his certificate to the EPSB, by delivering or mailing them to 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601.

Vote: *Unanimous*

0912735 (Mary Reilly) Accept Agreed Order reminding Respondent that she is expected to perform all the responsibilities outlined in her job description, that she provide speech services to all of the students on her caseload as written in their IEPs, and that she is to maintain accurate and updated service logs.

Vote: *Unanimous*

08091040 (Forrest Sexton) Accept Agreed Order suspending Respondent's certificate for a period of two (2) years beginning September 1, 2008. Upon acceptance of this agreement by the Board, Respondent shall immediately surrender the original and all copies of his certificate to the EPSB, by delivering or mailing to 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601.

This agreement is expressly conditioned upon Respondent providing written evidence to the Board, by September 1, 2011, that he has completed twelve (12) hours of professional development/training, as approved by the Board, in the areas of appropriate teacher/student boundaries and professional ethics. Any expense required for said training shall be paid by Respondent. Should Respondent fail to satisfy this condition, his certificate shall be suspended and will remain so until he completes the required training and provides the appropriate written proof to the Board.

Respondent is not currently teaching in Kentucky. However, upon accepting any teaching position in the Commonwealth of Kentucky, in any capacity, Respondent's certificate, including any future endorsements and/or areas of certification, shall be on

probation for a period of five (5) years and subject to the following probationary condition:

Respondent shall receive no disciplinary action involving student/teacher boundaries or an inappropriate relationship with a student from any school district in which he is employed. "Disciplinary action" is defined as any admonishment/reprimand, suspension, or termination issued by any school district in the Commonwealth of Kentucky and upheld, if requested, by either the tribunal and/or arbitration process.

Should Respondent violate either of these conditions, his certificate shall be automatically suspended for a period of two (2) years and subject to additional sanctions by the Board pursuant to KRS 161.120.

Vote: *Unanimous*

1011667 (Verda Hacker)

Accept Agreed Order which states as follows:

From the date this order is approved by the Board, Respondent's certificate, and any future endorsements or new areas of certification, shall be subject to the following probationary conditions for a period of two (2) years.

1. By December 31, 2011, Respondent shall undergo a comprehensive substance abuse assessment by a Kentucky licensed and/or certified chemical dependency counselor as approved by the Board and shall present written evidence to the Board that she has complied with the assessment process and has successfully completed any and all treatment recommendations. If Respondent is not able to complete all treatment recommendations by December 31, 2011, she shall submit quarterly written progress reports from her chemical dependency counselor until such time as the counselor releases her from treatments. If Respondent has not successfully completed all treatment recommendations by the end of the two (2) year probationary period, she agrees that the probationary period shall be extended and she shall submit quarterly written progress reports from the chemical dependency counselor to the Board until such time as the counselor releases her from treatment. Any expense for the assessment, treatment and/or reports shall be paid by Respondent.

2. Respondent shall be subject to random drug testing and shall have no positive drug tests during the two (2) year probationary period.

3. Respondent shall not be convicted of any crime involving a controlled substance and/or alcohol.

By entering into this Agreed Order, Respondent agrees that should she fail to satisfy any of these conditions, her

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certificate shall be automatically suspended for a period of six (6) months. If applicable, at the conclusion of the six (6) month suspension, her certificate shall remain suspended until such time as all of the above conditions are met.

Respondent is aware that should she violate KRS 161.120 either during or following this two year period of probationary conditions, the Board shall initiate new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

1010580 (Michael Oehlschlaeger) Accept Agreed Order admonishing Respondent for conduct unbecoming a teacher. The Board reminds Respondent that, as a teacher, he has a duty to uphold the dignity and integrity of the teaching profession. Driving under the influence of alcohol is not only dangerous; it is also a horrible example to set for students. The Board will tolerate no further incidents of misconduct by Respondent. On or before August 1, 2011, Respondent shall undergo a comprehensive alcohol/substance abuse assessment by a Kentucky licensed and/or certified chemical dependency counselor, as approved by the Board, and shall present written evidence to the Board that he has complied with the assessment process and successfully completed any and all treatment recommendations proposed by the chemical dependency counselor. Respondent shall also submit quarterly written progress reports from his chemical dependency counselor until such time as the counselor releases him from treatment. Any expense for the assessment, treatment and/or written reports shall be paid by Respondent. If Respondent fails to satisfy this requirement, his certificate shall be automatically suspended until the Board receives written evidence that the requirement has been satisfied.

Vote: *Unanimous*

0912679 (Linda Starck) Accept Agreed Order suspending Respondent's teaching certificate for a period of thirty (30) days from the date the Board approves this Order. Upon acceptance of this agreement by the Board, Respondent shall immediately surrender the original and all copies of her certificate, by personal delivery or first class mail, to the Education Professional Standards Board, 100 Airport Road, Third Floor, Frankfort, Kentucky 40601. Respondent is currently not employed as an educator. Upon accepting any teaching and/or administrative position, in

any capacity, in any school district in the Commonwealth of Kentucky, Respondent's teaching certificate shall be on probation for a period of two (2) years and subject to the following probationary conditions:

1. Within six (6) months of accepting any teaching and/or administrative position, Respondent shall submit written proof to the Board that she has completed twelve (12) hours of professional ethics training, as approved by the Board. Any expense required for said training shall be paid by Respondent. If Respondent fails to satisfy this condition, her certificate shall be automatically suspended until Respondent completes the required training and provides the appropriate written proof to the Board;
2. Within six (6) months of accepting any teaching and/or administrative position, Respondent shall submit written proof to the Board that she has completed three (3) hours of instructional/teaching techniques training, as approved by the Board. Any expense required for said training shall be paid by Respondent. If Respondent fails to satisfy this condition, her certificate shall be automatically suspended until Respondent completes the required training and provides the appropriate written proof to the Board;
3. Within six (6) months of accepting any teaching and/or administrative position, Respondent shall submit written proof to the Board that she has completed nine (9) hours of classroom management training, with an emphasis on student safety and supervision, as approved by the Board. Any expense required for said training shall be paid by Respondent. If Respondent fails to satisfy this condition, her certificate shall be automatically suspended until Respondent completes the required training and provides the appropriate written proof to the Board; and
4. Respondent shall receive no disciplinary action involving assault, improper classroom management, and/or failure to properly supervise students from any school district in which she is employed during the probationary period. "Disciplinary action" is defined as any suspension, termination, or public reprimand issued by any school district in the Commonwealth of Kentucky and upheld, if requested, by either the tribunal and/or arbitration process. Should Respondent fail to satisfy this condition, certificate number XXX-XX-1303 shall be automatically suspended for a period

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of one (1) year and subject to additional sanctions by the Board pursuant to KRS 161.120.

Vote: *Unanimous*

1005297 (Steve Moscoe)

Accept Agreed Order admonishing Respondent for exercising poor professional judgment and for his neglect of duty. A teacher in the Commonwealth of Kentucky has a duty to take reasonable measures to protect the health, safety, and emotional well-being of students. Respondent must ensure that his students are never placed in potentially dangerous situations. The Board also reminds Respondent that as an educator, he has a duty to maintain the dignity and integrity of the profession and to set a positive example for his students. The Board will not tolerate any further incidents of misconduct from Respondent.

On or before August 1, 2011, Respondent shall submit written proof to the Board that he has completed twelve (12) hours of professional ethics training, as approved by the Board. Any expense required for said training shall be paid by Respondent. If Respondent fails to satisfy this condition, his certificate shall be automatically suspended until Respondent completes the required training and provides the appropriate written proof to the Board.

Vote: *Unanimous*

0900149 (Nicole Howell)

Accept Agreed Order suspending Respondent's certificate, including its Teacher Internship Statement of Eligibility, Provisional Internship Certificate for Teaching English, Grades 8 Through 12, and Certificate for Substitute Teaching, for a period of one year beginning December 16, 2008. Respondent shall surrender the original and all copies of her certificate immediately, by first class mail or personal delivery to the Education Professional Standards Board, 100 Airport Road, Third Floor, Frankfort, Kentucky 40601.

Issuance, reinstatement, and/or re-issuance of Respondent's certificate is conditioned on the following. Respondent shall provide written evidence to the Board that she has successfully completed twelve hours of professional development/training, approved by the Board and at her own expense, in appropriate teacher/student relationships, boundary issues and ethics. Should Respondent fail to satisfy this condition, her certificate shall remain suspended and no certificates, including statements of eligibility, shall be issued or reinstated until this condition is met.

Vote: *Unanimous*

0910512 (John Baudendistel) Accept Agreed Order reminding Respondent that the Professional Code of Ethics for Kentucky Certified School Personnel requires teachers to take reasonable measures to protect the health, safety, and emotional well-being of students as well as to exemplify behaviors which maintain the dignity and integrity of the profession. The Board expects Respondent to uphold the Professional Code of Ethics for Kentucky Certified School Personnel in the future.

Respondent's certificate, and any future endorsements or new areas of certification, shall be subject to the following probationary conditions for a period of one (1) year from the date the Board accepts this Agreed Order:

1. On or before July 1, 2011, Respondent shall provide written proof to the Board that he has received twelve (12) hours of professional development/training in teacher ethics. Any expense incurred for said training shall be paid by Respondent.
2. While on probation, Respondent shall receive no disciplinary action. "Disciplinary action" is defined as any public reprimand, suspension, or termination issued by any school district in the Commonwealth of Kentucky and upheld, if requested, by either a tribunal and/or arbitration process. By entering into this Agreed Order, Respondent agrees that should he fail to satisfy any of these conditions during the probationary period, his certificate shall be automatically suspended for a period of thirty (30) days. If applicable, at the conclusion of the thirty (30) day suspension, Respondent's certificate shall remain suspended until such time as the probationary conditions are met.

Respondent is aware that should he violate KRS 161.120, either during or following this one (1) year period of probationary conditions, the Board shall initiate new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

1006575 (Kenney Goodman) Accept Agreed Order admonishing Respondent for engaging in inappropriate physical interactions with students. As an educator, Respondent has a duty to maintain the dignity and integrity of the profession and to protect the health, safety, and emotional well-being of students. It is imperative that Respondent remain aware of the line between appropriate and inappropriate physical interactions with students. In the future, the Board expects Respondent to uphold the Professional Code of Ethics for Kentucky Certified School Personnel.

Respondent's certificate, and any future endorsements or new areas of certification, shall be subject to the following probationary conditions for a period of one (1) year:

1. On or before January 1, 2012, Respondent shall provide written proof to the Board that he has completed twelve (12) hours of professional development or training, as approved by the Board, in ethics, which shall include instruction on appropriate teacher/student boundaries. Any expense incurred for said training shall be paid by Respondent.
2. On or before January 1, 2012, Respondent shall provide written proof to the Board that he has completed nine (9) hours of professional development or training, as approved by the Board, in classroom management with an emphasis on de-escalation strategies and proper discipline techniques. Any expense incurred for said training shall be paid by Respondent.
3. For the duration of the probationary period, Respondent shall receive no disciplinary action involving inappropriate contact with a student. "Disciplinary action" is defined as any public reprimand, suspension, or termination issued by any school district in the Commonwealth of Kentucky and upheld, if requested, by either a tribunal and/or arbitration process.

By entering into this Agreed Order, Respondent agrees that should he fail to satisfy any of these conditions during the probationary period, his certificate shall be automatically suspended for a period of six (6) months. If applicable, at the conclusion of the six (6) month suspension, Respondent's certificate shall remain suspended until such time as the probationary conditions are met.

Respondent is aware that should he violate KRS 161.120, either during or following this one (1) year period of probationary conditions, the Board shall initiate new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

090141 (Melissa Brown)

Accept Agreed Order retroactively revoking Respondent's certificate for a period of eight (8) years beginning April 24, 2008. Respondent shall neither apply for, nor be issued, a teaching and/or administrative certificate in the Commonwealth of Kentucky during the eight (8) year revocation period.

Respondent shall surrender the original certificate and all copies of his certificate to the EPSB, by delivering or mailing them to 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601.

At the conclusion of the eight (8) year revocation period, reissuance of any certificate to Respondent is expressly conditioned upon Respondent providing to the Board the following.

1. Respondent shall provide proof that she successfully completed and was released from her sentence of supervised release ordered by the court in *United States v. Brown*, Southern District of West Virginia at Huntington Case # 3:08-00113-02.
2. Respondent shall receive no further criminal convictions other than minor traffic violations. Respondent shall submit a federal and state criminal background check with any application for certification.
3. Respondent shall provide three (3) letter of recommendation from educators whose certifications are in good standing with the Board that she is morally fit to return to teaching.

Respondent's certificate shall not be reissued until each of the above conditions has been met.

Upon reissuance, any certificate the Board issues to or on behalf of Respondent, shall be subject to the following probationary conditions.

1. Respondent shall not be convicted of any crime other than a minor traffic violation. Respondent shall submit a state and federal background check with all further applications for certification or certificate renewal.
2. Upon re-employment as an educator, Respondent shall receive disciplinary action from any school district in which she is employed. "Disciplinary action" is defined as any public admonishment/reprimand, suspension without pay, or termination issued by any school district in the Commonwealth of Kentucky and upheld, if requested, by either the tribunal and/or arbitration process.

Should Respondent violate any of these conditions, her certificate and any and all endorsements shall be automatically revoked and subject to additional disciplinary sanctions pursuant to KRS 161.120.

Vote: *Unanimous*

Recommended Orders

Case Number

0610251 (Danny Collins)

Decision

Grant Petitioner's Motion to Exclude Respondent's Response to Petitioner's Exceptions to the Hearing Officer's Recommended Order.

Vote: *Unanimous*

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Accept the Hearing Officer's Findings of Fact, Modify the Conclusions of Law, and Reject the Recommended Order and issue an Admonishment based on Immoral Conduct and inappropriate behavior by Respondent, including being behind closed doors with students without an educational purpose and shoplifting. The Board also notes that the Cabinet for Health and Family Services found that Respondent neglected students. Respondent must also obtain 12 hours of ethics training, 12 hours of student boundary training, and 12 hours of classroom management training.

Vote: *Unanimous*

0903103 (Michael Taylor) Accept the Hearing Officer's Findings of Fact, Conclusions of Law, and Recommended Order and refuse to reissue Respondent's certificate.

Vote: *Unanimous*

Motion made by Ms. Stoess, seconded by Ms. May, to adjourn the meeting.

Vote: *Unanimous*

Meeting adjourned at 3:30 p.m.

Next Meeting: May 16, 2011

9:00 AM

EPSB Board Room

Frankfort, Kentucky

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Consent Item B

Action Item:

Request approval to authorize the executive director to enter into contracts to conduct normal business operations

Applicable Statutes and Regulation:

KRS 161.028 (1) (v) (d)

KRS 161.017 (3)

Applicable Goal:

Goal 5: The EPSB shall be managed for both effectiveness and efficiency, fully complying with all statutes, regulations, and established federal, state, and agency policies.

Issue:

Should the Education Professional Standards Board (EPSB) authorize the executive director to enter into the specified contracts to conduct normal business operations?

Background:

KRS 161.028 (1) (v) authorizes the EPSB to enter into contracts and KRS 161.017 (3) stipulates that with board approval the executive director may enter into agreements "...to enlist assistance to implement the duties and responsibilities of the board." The EPSB approved procedures for seeking approval and authorization for entering financial agreements at the October 23, 2006, EPSB meeting.

1. We are requesting approval to enter into a Memorandum of Agreement (MOA) with the Kentucky Virtual Campus (KYVC) at the Council on Postsecondary Education. This agreement is to establish the services and costs for KYVC to operate as an eLearning Application Service Provider to enable EPSB to provide online courses and professional development on KyEducators.org. The fee for service is based on an estimated number of enrollment seats for a year (800) at a cost of \$15.00 per seat. This is a one-year agreement, beginning July 1, 2011 through June 30, 2012.

- Approximate cost of the contract: \$12,000
- Impact on budget: This MOA does not affect general fund expenditures because it will be charged to the agency restricted funds for the CEO program. The cost of the contract is paid through fees collected from CEO candidates. The contract is being reduced from \$31,000 last year to \$12,000 this year due to a reduction in user enrollment.
- Type of entity providing service: State agency
- Bidding process: Not required to bid.
- Singular vs. continuing service: Continuing

2. As stipulated in KRS 161.134 (3), "a National Board certified teacher may receive a stipend for serving as a mentor to teachers within his or her school or school district." To administer the National Board for Professional Teaching Standards (NBPTS) mentoring program, the EPSB

will need to establish multiple contracts coordinating fiscal agents to disburse the stipends and travel reimbursement. A request for applications will be issued to offer education cooperatives and local school districts the opportunity to provide these services. These contracts will be effective July 1, 2011, through June 30, 2012.

- Approximate cost of the contracts: \$250,000
- Impact on budget: These expenditures were included in the FY 2011 budget.
- Type of entity providing service: Education cooperatives and local school districts
- Bidding process: A request for application (RFA) will be published to solicit applications for funding to provide these services.
- Singular vs. continuing service: Singular

3. We are seeking the EPSB approval to enter into a memorandum of understanding (MOU) with the Kentucky Department of Education (KDE) to receive P-12 student data. P-12 student data is protected under the Family Education Rights Privacy Act (FERPA), and KDE requested that the EPSB enter into the MOU prior to release of any data for research purposes. Pursuant to the MOU, the EPSB will submit a written research proposal when requesting student data and will destroy the data upon completion of the project.

- Approximate cost of the contract: \$0
- Impact on budget: No impact – this is a non-financial contract
- Type of entity providing service: State Education agency
- Bidding process: N/A
- Singular vs. continuing service: Continuing

4. We are seeking the EPSB approval to enter into a memorandum of understanding (MOU) with the Council on Post-secondary Education (CPE) to receive student data and exchange certification data. Student data is protected under the Family Education Rights Privacy Act (FERPA), and CPE requested that the EPSB enter into the MOU prior to release of any data for research purposes. Pursuant to the MOU, the EPSB will submit a written research proposal when requesting student data and will destroy the data upon completion of the project.

- Approximate cost of the contract: \$0
- Impact on budget: No impact – this is a non-financial contract
- Type of entity providing service: State Education agency
- Bidding process: N/A
- Singular vs. continuing service: Continuing

Alternative Actions:

1. Approve the contracts and authorize the executive director to execute these agreements.
2. Do not approve the completion of these agreements and instruct staff to cease related activity and distribution of funds.
3. Request further review of the agreements before completion.

Staff Recommendation:

Alternative 1

Rationale:

These contracts are necessary to allow EPSB to continue training and testing on KyEducators, to provide funding for mentoring services to teachers who are trying to achieve National Board certification, and to receive student data and exchange certification data.

Contact Person:

Mr. Gary W. Freeland
Deputy Executive Director
(502) 564-4606
E-mail: garyw.freeland@ky.gov

Executive Director

Date:

May 16, 2011

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Consent Item C

Action Item:

University of Kentucky: Master of Education - Teacher Leader: Educational Leadership

Applicable Statutes and Regulation:

KRS 161.028; KRS 161.048

16 KAR 5:010, Section 12

Applicable Goal:

Goal 1: Every approved educator preparation program meets or exceeds all accreditation standards and prepares knowledgeable, capable teachers and administrators who demonstrate effectiveness in helping all students reach educational achievement.

Issue:

Should the EPSB approve the University of Kentucky Master of Education - Teacher Leader: Educational Leadership program?

Background:

After several years in discussion and with the assistance of numerous P-16 educators across the state, the Education Professional Standards Board (EPSB) appointed committees to address how Kentucky could refashion the way institutions educate experienced teachers and school leaders. The Master's Redesign Committee was charged with developing programs for rank change so that they are not only concerned with the transmission of knowledge but also with involvement in the processes by which knowledge is attained. The new programs are envisioned as representing current best practices, focusing on how educators learn while engaging them in intellectual discourse. The redesigned master's is to develop teacher leaders through research-based practices, district partnerships and collaboration, mixed delivery methods, clinical experiences, and job-embedded professional experiences. A representative group of P-12 practitioners, administrators, and education leaders was appointed to serve on the Master's Review Committee.

The University of Kentucky Department of Educational Leadership Studies (ELS) has submitted a proposal that addresses all the components required by regulation and the program guidelines. The program has been designed in collaboration with P-12 school partners to address expanded leadership expectations. It provides candidates with individualized coursework, professional development opportunities, and job embedded experiences. The program consists of 30 credit hours to include a 15 credit hour Teacher Leadership core curriculum, 6-9 credit hours of graduate-level coursework to address the unique professional needs of the candidate, and 6-9 credit hours of elective graduate-level coursework. There is flexibility within the program design that allows the program of study to be revised during the candidate's progress to meet his/her changing professional development needs. Candidates will have opportunities to work with P-12 colleagues, education faculty, and content specialists in the P20 Innovation Labs that are responsible for fostering new partnerships to address critical issues associated with student learning in Kentucky schools. The ELS faculty has identified five labs as most appropriate for candidates in this program: Civic Engagement, Education Policy and Law, Motivation and Learning, STEM Education, and Technology Leadership. The course work

and the experiences are aligned to the Kentucky Teacher Standards in addition to the unit standards identified in the unit's conceptual framework. The documents related to the program proposal are available on the EPSB secured website.

Groups/Persons Consulted:

Master's Review Committee

Alternative Actions:

1. Approve the request for the University of Kentucky: Master of Education - Teacher Leader: Educational Leadership program.
2. Modify and approve the request for the University of Kentucky: Master of Education – Teacher Leader: Educational Leadership program.
3. Do not approve the request for the University of Kentucky: Master of Education - Teacher Leader: Educational Leadership program.

Committee Recommendation:

Alternative 1

Rationale:

The Master's Review Committee recommends approval for the University of Kentucky: Master of Education - Teacher Leader: Educational Leadership program proposal.

Contact Person:

Dr. Kim Walters-Parker, Director
Division of Educator Preparation
(502) 564-4606
E-mail: kim.walters-parker@ky.gov

Executive Director

Date:

May 16, 2011

16 KAR 5:010 Standards for Accreditation of Teacher Education Units and Program Approval

Section 12. Teacher Leader Master's Programs and Planned Fifth-Year Programs for Rank II. (1) All master's programs for rank change or planned fifth-year program for Rank II approved or accredited by the EPSB prior to May 31, 2008 shall no longer be approved or accredited as of December 31, 2010.

(a) Master's programs for initial certification shall be exempt from the requirements of this section.

(b) A master's program or planned fifth-year program for Rank II approved by the EPSB prior to May 31, 2008 shall cease admitting new candidates after December 31, 2010.

(c) Candidates admitted to a master's program or planned fifth-year program for Rank II approved by the EPSB prior to May 31, 2008 shall complete the program by January 31, 2013.

(d) An institution of higher learning with a master's program or a planned fifth-year program for Rank II approved by the EPSB prior to May 31, 2008 may submit a redesigned program for approval pursuant to the requirements of subsection (2) of this section beginning May 31, 2008.

(e) An institution may become operational beginning January 1, 2009, if the institution:

1. Submits a redesigned master's program or a planned fifth-year program for Rank II for review pursuant to the requirements of subsection (2) of this section; and

2. Receives approval of the redesigned program by the EPSB pursuant to Section 22 of this administrative regulation.

(f) Institutions submitting a redesigned master's program or planned fifth-year program for Rank II shall not be subject to any submission dates for program approval until December 31, 2010.

(g)1. The EPSB shall appoint a Master's Redesign Review Committee to conduct reviews of redesigned master's programs and planned fifth-year programs for Rank II submitted for approval between May 31, 2008 and December 31, 2010.

2. A master's program or a planned fifth-year program for Rank II submitted for approval between May 31, 2008 and December 31, 2010 shall not be reviewed by the Continuous Assessment Review Committee, Content Program Review Committee, or the Reading Committee prior to presentation to the EPSB pursuant to Section 22(2) of this administrative regulation, but shall be reviewed by the Master's Redesign Review Committee.

3.a. After review of a master's program or planned fifth-year program for Rank II, the Master's Redesign Review Committee shall issue one (1) of the following recommendations to the Educational Professional Standards Board:

i. Approval;

ii. Approval with conditions; or

iii. Denial of approval.

b. The EPSB shall consider recommendations from staff and the Master's Redesign Review Committee and shall issue a decision pursuant to Section 22(4) of this administrative regulation.

(2) Beginning May 31, 2008, the educator preparation unit shall prepare and submit to the EPSB for each separate master's program or planned fifth-year program for Rank II for which the institution is seeking approval a concise description which shall provide the following information:

(a) Program design components which shall include the following descriptions and documentation of:

1. The unit's plan to collaborate with school districts to design courses, professional development, and job-embedded professional experiences that involve teachers at the elementary, middle, and secondary levels;

2. The unit's collaboration plan with the institution's Arts and Science faculty to meet the academic and course accessibility needs of candidates;

3. The unit's process to individualize a program to meet the candidate's professional growth or improvement plan;

4. The unit's method to incorporate interpretation and analysis of annual P-12 student achievement data into the program; and

5. The institution's plan to facilitate direct service to the collaborating school districts by education faculty members.

(b) Program curriculum that shall include core component courses designed to prepare candidates to:

1. Be leaders in their schools and districts;

2. Evaluate high-quality research on student learning and college readiness;

3. Deliver differentiated instruction for P-12 students based on continuous assessment of student learning and classroom management;

4. Gain expertise in content knowledge, as applicable;

5. Incorporate reflections that inform best practice in preparing P-12 students for postsecondary opportunities;

6. Support P-12 student achievement in diverse settings;

7. Enhance instructional design utilizing the Program of Studies, Core Content for Assessment, and college readiness standards;

8. Provide evidence of candidate mastery of Kentucky Teacher Standards utilizing advanced level performances and Specialized Professional Associations (SPA) Standards if applicable; and

9. Design and conduct professionally relevant research projects; and

(c) The unit's continuous assessment plan that includes, in addition to the requirements of Section 11(2) of this administrative regulation:

1. Instruments to document and evaluate candidate ability to demonstrate impact on P-12 student learning;

2. Clinical experiences and performance activities; and

3. A description of a culminating performance-based assessment.

(3)(a) A master's program for rank change approved pursuant to this section shall be known as a Teacher Leader Master's Program.

(b) Upon completion of a Teacher Leader Master's Program and recommendation of the institution, a candidate may apply to the EPSB for a Teacher Leader endorsement.

(c)1. An institution with an approved Teacher Leader Master's Program may establish an endorsement program of teacher leadership coursework for any candidate who received a Master's degree at an out of state institution or who received a master's degree from a Kentucky program approved prior to May 31, 2008.

2. Upon completion of the teacher leadership course work and recommendation of the institution, a candidate who has received a master's degree at an out of state institution or a master's degree from a Kentucky program approved prior to May 31, 2008, may apply to the EPSB for a Teacher Leader endorsement.

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Consent Item D

Action Item:

University of the Cumberlands: Master of Arts in Education – Teacher Leader

Applicable Statutes and Regulation:

KRS 161.028; KRS 161.048

16 KAR 5:010, Section 12

Applicable Goal:

Goal 1: Every approved educator preparation program meets or exceeds all accreditation standards and prepares knowledgeable, capable teachers and administrators who demonstrate effectiveness in helping all students reach educational achievement.

Issue:

Should the EPSB approve the University of the Cumberlands: Master of Arts in Education – Teacher Leader program?

Background:

After several years in discussion and with the assistance of numerous P-16 educators across the state, the Education Professional Standards Board (EPSB) appointed committees to address how Kentucky could refashion the way institutions educate experienced teachers and school leaders. The Master's Redesign Committee was charged with developing programs for rank change so that they are not only concerned with the transmission of knowledge but also with involvement in the processes by which knowledge is attained. The new programs are envisioned as representing current best practices, focusing on how educators learn while engaging them in intellectual discourse. The redesigned master's is to develop teacher leaders through research-based practices, district partnerships and collaboration, mixed delivery methods, clinical experiences, and job-embedded professional experiences. A representative group of P-12 practitioners, administrators, and education leaders was appointed to serve on the Master's Review Committee.

The Master of Arts in Education - Teacher Leader program at the University of the Cumberlands is designed to assist teachers in taking a leadership role in school improvement. Coursework will help candidates identify and understand the professional responsibilities of leaders as well as how best to construct professional learning communities. The program will provide candidates the expertise needed to evaluate student and school assessment data with the goal of improving student academic achievement. The program will also provide candidates the skills necessary to recognize, model, and assess quality instructional practices. The program includes 175 required field and clinical hours. Candidates will have formal and informal opportunities to participate in activities that enhance their individual skills and help other teachers improve their skills and abilities. The program includes three checkpoints at which the candidate knowledge, skills, and dispositions are evaluated. Exit requirements include a portfolio and a presentation of the action research project. Candidates who are employed by a school district at the time will present their projects at their schools or boards of education. Candidates who are not employed by a school district will demonstrate their action research projects at other public venues or at university faculty meetings. The program uses mixed

delivery: online learning, regular face-to-face classroom instruction through occasional weekend coursework, and university mentoring visits to candidates' schools.

The documents related to the program proposal are available on the EPSB secure website.

Groups/Persons Consulted:

Master's Review Committee

Alternative Actions:

1. Approve the request for the University of the Cumberland's: Master of Arts in Education – Teacher Leader program.
2. Modify and approve the request for the University of the Cumberland's: Master of Arts in Education - Teacher Leader program.
3. Do not approve the request for the University of the Cumberland's: Master of Arts in Education – Teacher Leader program.

Committee Recommendation:

Alternative 1

Rationale:

The Master's Review Committee recommends approval for the University of the Cumberland's: Master of Arts in Education - Teacher Leader program proposal.

Contact Person:

Dr. Kim Walters-Parker, Director
Division of Educator Preparation
(502) 564-4606
E-mail: kim.walters-parker@ky.gov

Executive Director

Date:

May 16, 2011

16 KAR 5:010 Standards for Accreditation of Teacher Education Units and Program Approval

Section 12. Teacher Leader Master's Programs and Planned Fifth-Year Programs for Rank II. (1) All master's programs for rank change or planned fifth-year program for Rank II approved or accredited by the EPSB prior to May 31, 2008 shall no longer be approved or accredited as of December 31, 2010.

(a) Master's programs for initial certification shall be exempt from the requirements of this section.

(b) A master's program or planned fifth-year program for Rank II approved by the EPSB prior to May 31, 2008 shall cease admitting new candidates after December 31, 2010.

(c) Candidates admitted to a master's program or planned fifth-year program for Rank II approved by the EPSB prior to May 31, 2008 shall complete the program by January 31, 2013.

(d) An institution of higher learning with a master's program or a planned fifth-year program for Rank II approved by the EPSB prior to May 31, 2008 may submit a redesigned program for approval pursuant to the requirements of subsection (2) of this section beginning May 31, 2008.

(e) An institution may become operational beginning January 1, 2009, if the institution:

1. Submits a redesigned master's program or a planned fifth-year program for Rank II for review pursuant to the requirements of subsection (2) of this section; and

2. Receives approval of the redesigned program by the EPSB pursuant to Section 22 of this administrative regulation.

(f) Institutions submitting a redesigned master's program or planned fifth-year program for Rank II shall not be subject to any submission dates for program approval until December 31, 2010.

(g)1. The EPSB shall appoint a Master's Redesign Review Committee to conduct reviews of redesigned master's programs and planned fifth-year programs for Rank II submitted for approval between May 31, 2008 and December 31, 2010.

2. A master's program or a planned fifth-year program for Rank II submitted for approval between May 31, 2008 and December 31, 2010 shall not be reviewed by the Continuous Assessment Review Committee, Content Program Review Committee, or the Reading Committee prior to presentation to the EPSB pursuant to Section 22(2) of this administrative regulation, but shall be reviewed by the Master's Redesign Review Committee.

3.a. After review of a master's program or planned fifth-year program for Rank II, the Master's Redesign Review Committee shall issue one (1) of the following recommendations to the Educational Professional Standards Board:

i. Approval;

ii. Approval with conditions; or

iii. Denial of approval.

b. The EPSB shall consider recommendations from staff and the Master's Redesign Review Committee and shall issue a decision pursuant to Section 22(4) of this administrative regulation.

(2) Beginning May 31, 2008, the educator preparation unit shall prepare and submit to the EPSB for each separate master's program or planned fifth-year program for Rank II for which the institution is seeking approval a concise description which shall provide the following information:

(a) Program design components which shall include the following descriptions and documentation of:

1. The unit's plan to collaborate with school districts to design courses, professional development, and job-embedded professional experiences that involve teachers at the elementary, middle, and secondary levels;

2. The unit's collaboration plan with the institution's Arts and Science faculty to meet the academic and course accessibility needs of candidates;

3. The unit's process to individualize a program to meet the candidate's professional growth or improvement plan;

4. The unit's method to incorporate interpretation and analysis of annual P-12 student achievement data into the program; and

5. The institution's plan to facilitate direct service to the collaborating school districts by education faculty members.

(b) Program curriculum that shall include core component courses designed to prepare candidates to:

1. Be leaders in their schools and districts;

2. Evaluate high-quality research on student learning and college readiness;

3. Deliver differentiated instruction for P-12 students based on continuous assessment of student learning and classroom management;

4. Gain expertise in content knowledge, as applicable;

5. Incorporate reflections that inform best practice in preparing P-12 students for postsecondary opportunities;

6. Support P-12 student achievement in diverse settings;

7. Enhance instructional design utilizing the Program of Studies, Core Content for Assessment, and college readiness standards;

8. Provide evidence of candidate mastery of Kentucky Teacher Standards utilizing advanced level performances and Specialized Professional Associations (SPA) Standards if applicable; and

9. Design and conduct professionally relevant research projects; and

(c) The unit's continuous assessment plan that includes, in addition to the requirements of Section 11(2) of this administrative regulation:

1. Instruments to document and evaluate candidate ability to demonstrate impact on P-12 student learning;

2. Clinical experiences and performance activities; and

3. A description of a culminating performance-based assessment.

(3)(a) A master's program for rank change approved pursuant to this section shall be known as a Teacher Leader Master's Program.

(b) Upon completion of a Teacher Leader Master's Program and recommendation of the institution, a candidate may apply to the EPSB for a Teacher Leader endorsement.

(c)1. An institution with an approved Teacher Leader Master's Program may establish an endorsement program of teacher leadership coursework for any candidate who received a Master's degree at an out of state institution or who received a master's degree from a Kentucky program approved prior to May 31, 2008.

2. Upon completion of the teacher leadership course work and recommendation of the institution, a candidate who has received a master's degree at an out of state institution or a master's degree from a Kentucky program approved prior to May 31, 2008, may apply to the EPSB for a Teacher Leader endorsement.

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Consent Item E

Action Item:

Lindsey Wilson College: Master of Education - Teacher as Leader

Applicable Statutes and Regulation:

KRS 161.028; KRS 161.048

16 KAR 5:010, Section 12

Applicable Goal:

Goal 1: Every approved educator preparation program meets or exceeds all accreditation standards and prepares knowledgeable, capable teachers and administrators who demonstrate effectiveness in helping all students reach educational achievement.

Issue:

Should the EPSB approve the Lindsey Wilson College Master of Education - Teacher as Leader program?

Background:

After several years in discussion and with the assistance of numerous P-16 educators across the state, the Education Professional Standards Board (EPSB) appointed committees to address how Kentucky could refashion the way institutions educate experienced teachers and school leaders. The Master's Redesign Committee was charged with developing programs for rank change so that they are not only concerned with the transmission of knowledge but also with involvement in the processes by which knowledge is attained. The new programs are envisioned as representing current best practices, focusing on how educators learn while engaging them in intellectual discourse. The redesigned master's is to develop teacher leaders through research-based practices, district partnerships and collaboration, mixed delivery methods, clinical experiences, and job-embedded professional experiences. A representative group of P-12 practitioners, administrators, and education leaders was appointed to serve on the Master's Review Committee.

In response to the needs of school districts in the service area, Lindsey Wilson College has developed a master's program that addresses the districts' needs for the development of learning communities and the preparation of teachers to fulfill leadership roles. The 30-hour program will assist candidates in building learning communities, designing professional development, and conducting inquiry-based research. The course sequence is designed to provide a tiered approach in the development of leadership skills, learning communities, and 21st century skills. The first two courses allow candidates to draw from their individual contexts via analysis of their school improvement plans and student achievement data. Coursework provides guided self-analysis to identify professional needs and develop a philosophy of leadership. Candidates take nine hours, which includes one on-line course, each semester during the school year. Two courses each semester will use both on-line instruction and extended group sessions at the main campus or at alternate sites. All courses include job-embedded learning experiences. The program's key assessments include the leadership growth plan, the action research project, and the leadership

professional development project, which result in the capstone assessment. The capstone occurs in the final summer of the program when cohort groups present a summation of the three key assessments through a paper and formal presentation of the results of the leadership growth plan and the action research project.

The documents related to the program proposal are available on the EPSB secure website.

Groups/Persons Consulted:

Master's Review Committee

Alternative Actions:

1. Approve the request for Lindsey Wilson College: Master of Education – Teacher Leader program.
2. Modify and approve the request for Lindsey Wilson College: Master of Education – Teacher Leader program.
3. Do not approve the request for Lindsey Wilson College: Master of Education – Teacher Leader program.

Committee Recommendation:

Alternative 1

Rationale:

The Master's Review Committee recommends approval for Lindsey Wilson College: Master of Education – Teacher Leader program proposal.

Contact Person:

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Executive Director

Date:

May 16, 2011

16 KAR 5:010 Standards for Accreditation of Teacher Education Units and Program Approval

Section 12. Teacher Leader Master's Programs and Planned Fifth-Year Programs for Rank II. (1) All master's programs for rank change or planned fifth-year program for Rank II approved or accredited by the EPSB prior to May 31, 2008 shall no longer be approved or accredited as of December 31, 2010.

(a) Master's programs for initial certification shall be exempt from the requirements of this section.

(b) A master's program or planned fifth-year program for Rank II approved by the EPSB prior to May 31, 2008 shall cease admitting new candidates after December 31, 2010.

(c) Candidates admitted to a master's program or planned fifth-year program for Rank II approved by the EPSB prior to May 31, 2008 shall complete the program by January 31, 2013.

(d) An institution of higher learning with a master's program or a planned fifth-year program for Rank II approved by the EPSB prior to May 31, 2008 may submit a redesigned program for approval pursuant to the requirements of subsection (2) of this section beginning May 31, 2008.

(e) An institution may become operational beginning January 1, 2009, if the institution:

1. Submits a redesigned master's program or a planned fifth-year program for Rank II for review pursuant to the requirements of subsection (2) of this section; and

2. Receives approval of the redesigned program by the EPSB pursuant to Section 22 of this administrative regulation.

(f) Institutions submitting a redesigned master's program or planned fifth-year program for Rank II shall not be subject to any submission dates for program approval until December 31, 2010.

(g)1. The EPSB shall appoint a Master's Redesign Review Committee to conduct reviews of redesigned master's programs and planned fifth-year programs for Rank II submitted for approval between May 31, 2008 and December 31, 2010.

2. A master's program or a planned fifth-year program for Rank II submitted for approval between May 31, 2008 and December 31, 2010 shall not be reviewed by the Continuous Assessment Review Committee, Content Program Review Committee, or the Reading Committee prior to presentation to the EPSB pursuant to Section 22(2) of this administrative regulation, but shall be reviewed by the Master's Redesign Review Committee.

3.a. After review of a master's program or planned fifth-year program for Rank II, the Master's Redesign Review Committee shall issue one (1) of the following recommendations to the Educational Professional Standards Board:

i. Approval;

ii. Approval with conditions; or

iii. Denial of approval.

b. The EPSB shall consider recommendations from staff and the Master's Redesign Review Committee and shall issue a decision pursuant to Section 22(4) of this administrative regulation.

(2) Beginning May 31, 2008, the educator preparation unit shall prepare and submit to the EPSB for each separate master's program or planned fifth-year program for Rank II for which the institution is seeking approval a concise description which shall provide the following information:

(a) Program design components which shall include the following descriptions and documentation of:

1. The unit's plan to collaborate with school districts to design courses, professional development, and job-embedded professional experiences that involve teachers at the elementary, middle, and secondary levels;

2. The unit's collaboration plan with the institution's Arts and Science faculty to meet the academic and course accessibility needs of candidates;

3. The unit's process to individualize a program to meet the candidate's professional growth or improvement plan;

4. The unit's method to incorporate interpretation and analysis of annual P-12 student achievement data into the program; and

5. The institution's plan to facilitate direct service to the collaborating school districts by education faculty members.

(b) Program curriculum that shall include core component courses designed to prepare candidates to:

1. Be leaders in their schools and districts;

2. Evaluate high-quality research on student learning and college readiness;

3. Deliver differentiated instruction for P-12 students based on continuous assessment of student learning and classroom management;

4. Gain expertise in content knowledge, as applicable;

5. Incorporate reflections that inform best practice in preparing P-12 students for postsecondary opportunities;

6. Support P-12 student achievement in diverse settings;

7. Enhance instructional design utilizing the Program of Studies, Core Content for Assessment, and college readiness standards;

8. Provide evidence of candidate mastery of Kentucky Teacher Standards utilizing advanced level performances and Specialized Professional Associations (SPA) Standards if applicable; and

9. Design and conduct professionally relevant research projects; and

(c) The unit's continuous assessment plan that includes, in addition to the requirements of Section 11(2) of this administrative regulation:

1. Instruments to document and evaluate candidate ability to demonstrate impact on P-12 student learning;

2. Clinical experiences and performance activities; and

3. A description of a culminating performance-based assessment.

(3)(a) A master's program for rank change approved pursuant to this section shall be known as a Teacher Leader Master's Program.

(b) Upon completion of a Teacher Leader Master's Program and recommendation of the institution, a candidate may apply to the EPSB for a Teacher Leader endorsement.

(c)1. An institution with an approved Teacher Leader Master's Program may establish an endorsement program of teacher leadership coursework for any candidate who received a Master's degree at an out of state institution or who received a master's degree from a Kentucky program approved prior to May 31, 2008.

2. Upon completion of the teacher leadership course work and recommendation of the institution, a candidate who has received a master's degree at an out of state institution or a master's degree from a Kentucky program approved prior to May 31, 2008, may apply to the EPSB for a Teacher Leader endorsement.

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Consent Item F

Action Item:

Morehead State University: Education Specialist (Ed.S.) in Instructional Leadership - Principal Preparation Program, All Grades

Applicable Statutes and Regulation:

KRS 161.028; KRS 161.048
16 KAR 3:050

Applicable Goal:

Goal 1: Every approved educator preparation program meets or exceeds all accreditation standards and prepares knowledgeable, capable teachers and administrators who demonstrate effectiveness in helping all students reach educational achievement.

Issue:

Should the EPSB approve Morehead State University's request for a Principal Preparation Program, All Grades proposal?

Background:

Given the changing expectations and responsibilities of the principal, the Commonwealth Collaborative of School leadership Programs (CCSLP) and the State Action for Education Leadership Programs (SAELP) determined that the present system of preparation of Kentucky principals was inadequate. With the assistance of the Southern Regional Education Board (SREB), the groups further decided that Kentucky's principal preparation programs must be built upon the competencies identified with being an effective principal - one who can increase student achievement by guiding and supporting teachers while capably managing the school organization.

The 2006 General Assembly passed House Joint Resolution 14 (HJR 14), which instructed the executive director of the EPSB, in cooperation with the president of the Council on Postsecondary Education (CPE) and the Commissioner of Education, to convene a task force to present recommendations on the redesign of Kentucky's system for preparing and supporting principals. In August 2006 the Education Leadership Redesign (ELR) task force convened with 30 members and met for nearly one year.

The ELR recommendations resulted in changes to 16 KAR 3:050, which became effective October 2008. In March 2009 a seventeen-member Principal Review Committee was appointed by the EPSB and charged with evaluating the redesigned programs.

Morehead State University's College of Education is requesting approval of its redesigned principal preparation program. The program proposal is in accordance with the regulation and the program guidelines established by the EPSB. The redesign of this program has included forging stronger partnerships with schools and districts and includes tapping into the expertise found in the school districts to support and supplement university-based experiences. The program embraces the principle that schools and classrooms are rich in daily best practices and

action research opportunities which allow the candidates to examine, study, and participate in authentic learning. The program recognizes the critical roles that P-12 education and post-secondary education play in improving educational attainment for students.

The Educational Leadership faculty and regional P-12 education leaders have co-designed and will co-deliver a program in which candidates will be involved in field-based work in each of the core courses. Fieldwork will provide job-embedded professional development experiences and will help candidates be better-equipped school leaders. Candidates will learn to question their own instructional practices and school policies and will conduct action research projects to evaluate the effectiveness of current practices. Candidates will have opportunities to expand their knowledge of school leadership through real-world experiences that include hands-on projects in schools, visiting other schools and educational agencies, participating in diversity-based activities, and learning from high performing principals, superintendents, and other school leaders.

Groups/Persons Consulted:

Principal Review Committee

Alternative Actions:

1. Approve the Morehead State University request for the redesigned Principal P-12 preparation program.
2. Modify and approve the Morehead State University request for the redesigned Principal P-12 preparation program.
3. Do not approve the Morehead State University request for the redesigned Principal P-12 preparation program.

Committee Recommendation:

Alternative 1

Rationale:

The Principal Review Committee recommends the Morehead State University redesigned Principal P-12 preparation program proposal for approval. The university presented signed agreements with its collaborating partners and addressed all required components of the guidelines. The documents related to the program proposal are available on the EPSB secure website.

Contact Person:

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Executive Director

Date:

May 16, 2011

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16 KAR 3:050. Professional certificate for instructional leadership - school principal, all grades.

RELATES TO: KRS 161.020, 161.027, 161.028, 161.030

STATUTORY AUTHORITY: KRS 161.027, 161.028, 161.030

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.020 requires that a teacher or other professional school personnel hold a certificate of legal qualification for the respective position to be issued upon completion of a program of preparation prescribed by the Education Professional Standards Board. Additionally, KRS 161.027 specifically requires a preparation program for principals. A teacher education institution shall be approved for offering the preparation program corresponding to a particular certificate on the basis of standards and procedures established by the Education Professional Standards Board. This administrative regulation establishes the preparation and certification program for school principals, at all grade levels.

Section 1. Definitions. (1) "Level I" means the standards-based program of studies designed for minimal preparation to serve in the position of instructional leadership - school principal.

(2) "Level II" means the standards-based program of studies to attain the first five (5) year renewal of the certificate for the position of instructional leadership - school principal.

Section 2. Conditions and Prerequisites. (1) The provisional and professional certificate for instructional leadership - school principal shall be issued to an applicant who has completed an approved program of preparation and requirements, including assessments.

(2) The provisional and professional certificate for instructional leadership - school principal shall be valid for the position of school principal or school assistant principal for all grade levels.

(3) Prerequisites for admission to the program of preparation for the provisional and professional certificate for instructional leadership - school principal shall include:

(a) A master's degree;

(b) Three (3) years of documented teaching experience in a public school or a nonpublic school which meets the state performance standards as established in KRS 156.160;

(c) A written statement documenting the candidate's skills and understanding in the following areas:

1. Ability to improve student achievement;

2. Leadership; and

3. Advanced knowledge of curriculum, instruction, and assessment; and

(d) An agreement from a school district pledging support that includes opportunities for the candidate to participate in a high quality practicum experience. The agreement shall include:

1. A description of how the district will provide opportunities for the candidate:

a. To observe school and district leadership; and

b. To participate in school and district leadership activities;

2. Confirmation that the candidate shall be permitted to utilize aggregated school and district information and data; and

3. The signature of the district superintendent or the district superintendent's designee.

Section 3. Kentucky Administrator Standards for Preparation and Certification. The approved program of preparation for the provisional certificate for instructional leadership - school principal shall:

(1) Prepare a candidate for the position of school principal as specified in the standards included in:

(a) The "Educational Leadership Policy Standards: ISLLC 2008"; and

(b) The "Technology Standards for School Administrators"; and

(2) Document candidate performance using "Dispositions, Dimensions, and Functions for School Leaders".

Section 4. Principal Preparation Programs. (1) All principal preparation programs approved or accredited by the Education Professional Standards Board prior to May 31, 2009 shall no longer be approved or accredited as of December 31, 2011.

(a) A principal preparation program approved by the Education Professional Standards Board prior to May 31, 2009 shall cease admitting new candidates after December 31, 2011.

(b) Candidates admitted to a principal preparation program approved by the Education Professional Standards Board prior to May 31, 2009 shall complete the program by January 31, 2014.

(c) An institution of higher learning with a principal preparation program approved by the Education Professional Standards Board prior to May 31, 2009 may submit a redesigned program for approval pursuant to the requirements of subsection (2) of this section beginning May 31, 2009.

(d) An institution's redesigned principal preparation program may become operational beginning January 1, 2010, if the institution:

1. Submits a redesigned principal preparation program for review pursuant to the requirements of subsection (2) of this section;

and

2. Receives approval of the redesigned program by the Education Professional Standards Board pursuant to 16 KAR 5:010, Section 22.

(e) Institutions submitting a redesigned principal preparation program shall not be subject to any submission dates for program approval for principal preparation programs from May 31, 2009 until December 31, 2012.

(f)1. The Education Professional Standards Board shall appoint a Principal Preparation Program Redesign Review Committee to conduct reviews of redesigned principal preparation programs submitted for approval between May 31, 2009 and December 31, 2012.

2. Principal preparation programs submitted for approval between May 31, 2009 and December 31, 2012 shall:

a. Be reviewed by the Principal Preparation Program Redesign Review Committee; and

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b. Not be reviewed by the Continuous Assessment Review Committee, Content Program Review Committee, or the Reading Committee prior to presentation to the Education Professional Standards Board pursuant to 16 KAR 5:010, Section 22(2).

3.a. After review of a principal preparation program, the Principal Preparation Program Redesign Review Committee shall issue one (1) of the following recommendations to the Educational Professional Standards Board:

- i. Approval;
- ii. Approval with conditions; or
- iii. Denial of approval.

b. The Education Professional Standards Board shall consider recommendations from staff and the Principal Preparation Program Redesign Review Committee and shall issue a decision pursuant to 16 KAR 5:010, Section 22(4).

(2) Beginning May 31, 2009, in addition to the requirements established in 16 KAR 5:010, Section 22, the educator preparation unit shall prepare and submit to the Education Professional Standards Board for each principal preparation program for which the institution is seeking approval a concise description of the preparation program which shall provide the following documented information:

(a) Signed collaborative agreements with school districts that include the following:

1. Joint screening of principal candidates by both district and university;
2. Joint identification of potential program leaders and mentors;
3. District and university codesign and codelivery of courses; and
4. The manner in which the principal preparation program is based on the identified leadership needs of each district;

(b) The protocol for screening applicants that ensures the identification and admission of high quality candidates into the program;

(c) A matrix that illustrates the alignment between the standards and performance indicators identified in Section 3 of this administrative regulation and the program's curriculum and field experiences;

(d) A syllabus for each of the program's required courses identified in the documentation required by paragraph (c) of this subsection;

(e) The program's plan to collaborate with academic disciplines and programs outside of the field of education in order to supplement the candidate's knowledge and skills set;

(f) The program's plan to collaborate with each district in providing high quality field experiences that:

1. Enhance courses throughout the entire program;

2. Ensure that the candidate has a continuum of school-based experiences that range from observing, to participating, to leading; and

3. Expose the candidate to diverse student populations and school environments;

(g) The program's plan to use rigorous formative and summative evaluations of each candidate's:

1. Knowledge and skills to advocate, nurture, and sustain a school culture that promotes and supports high levels of learning for all students; and

2. Knowledge and skills to manage a school for efficiency, accountability, and safety; and

(h) The program's plan to require all candidates to conduct a capstone project and defend it to a panel of program faculty and practicing school administrators at the end of Level I preparation.

Section 5. Assessment Prerequisites for the Provisional Certificate for Instructional Leadership - School Principal. An applicant for certification as a school principal, including vocational principal, shall attain the specified minimum score on the assessments required by 16 KAR 6:030.

Section 6. Statement of Eligibility for Internship. (1) A statement of eligibility for internship for the provisional certificate for instructional leadership - school principal shall be issued for a five (5) year period to an applicant who:

(a) Has successfully completed an approved program of preparation;

(b) Has three (3) years of full-time teaching experience; and

(c) Has successfully completed the appropriate assessment requirements for the school principal certification or qualifies for a one (1) year period for completion of assessments under KRS 161.027(6).

(2) Application shall be made on "Application for Kentucky Certification or Change in Salary Rank", Form TC-1, incorporated by reference in 16 KAR 2:010.

(3) A request for renewal of the Statement of Eligibility pursuant to KRS 161.027(7) shall be made on Form TC-2, incorporated by reference in 16 KAR 4:060.

Section 7. (1) A professional certificate for instructional leadership - school principal, level I, shall be issued upon successful completion of the principal internship as provided in KRS 161.027 and 16 KAR 7:020.

(2) The renewal of the professional certificate for instructional leadership - school principal, level I, shall require a recommendation from the approved recommending authority regarding the successful completion of an approved level II program. The certificate shall be valid for five (5) years.

(3) Each subsequent five (5) year renewal of the professional certificate for instructional leadership - school principal, level II, shall require successful completion of two (2) years of experience as a school principal within the preceding five (5) years.

(4) If the applicant has not successfully completed the two (2) years of experience as required by subsection (3) of this section, pursuant to KRS 161.027(9), each subsequent five (5) year renewal of the professional certificate for instructional leadership-school principal, level II, shall require:

(a) Completion of three (3) semester hours of additional graduate credit directly related to the position of school principal for each required year of experience the applicant has not completed; or

(b) Successful completion of forty-two (42) hours of approved training selected from programs approved by the Kentucky Effective Instructional Leadership Training Program provided in KRS 156.101....

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Consent Item G

Action Item:

Northern Kentucky University: Education Specialist (Ed.S.) in Educational Leadership - Principal Preparation Program, All Grades

Applicable Statutes and Regulation:

KRS 161.028; KRS 161.048
16 KAR 3:050

Applicable Goal:

Goal 1: Every approved educator preparation program meets or exceeds all accreditation standards and prepares knowledgeable, capable teachers and administrators who demonstrate effectiveness in helping all students reach educational achievement.

Issue:

Should the EPSB approve Northern Kentucky University's request for a Principal Preparation Program, All Grades proposal?

Background:

Given the changing expectations and responsibilities of the principal, it was determined by the Commonwealth Collaborative of School leadership Programs (CCSLP) and the State Action for Education Leadership Programs (SAELP) that the present system of preparation of Kentucky principals was inadequate. With the assistance of the Southern Regional Education Board (SREB), the groups further decided that Kentucky's principal preparation programs must be built upon the competencies identified with being an effective principal - one who can increase student achievement by guiding and supporting teachers while capably managing the school organization.

The 2006 General Assembly passed House Joint Resolution 14 (HJR 14) which instructed the executive director of the EPSB, in cooperation with the president of the Council on Postsecondary Education (CPE) and the Commissioner of Education, to convene a task force to present recommendations on the redesign of Kentucky's system for preparing and supporting principals. In August 2006 the Education Leadership Redesign (ELR) task force convened with 30 members and met for nearly one year.

The ELR recommendations resulted in changes to 16 KAR 3:050, which became effective October 2008. In March 2009 a seventeen-member Principal Review Committee was appointed by the EPSB and charged with evaluating the redesigned programs.

Northern Kentucky University's College of Education and Behavioral Sciences is requesting approval of its redesigned principal preparation program. The program proposal is in accordance with the regulation and the program guidelines established by the EPSB. It is a planned 30-hour program at the post-master's level that is built on the themes of rigor, relevance, and relationships. The admissions criteria include evidence of a master's degree, three years of successful teaching experience, demonstration of leadership experiences, and potential for growth as evidenced by a portfolio including letters of recommendation and a leadership case study as well as an interview.

The coursework and assessments are grounded in the work of the Kentucky Cohesive Leadership

System. The program was collaboratively designed by members of the Advisory Council, which includes NKU faculty and administrators from each of the sixteen school districts in Northern Kentucky. Courses, fieldwork, and assessments have been co-designed by the Advisory Council to meet the needs of principals in those districts. Courses include complementary fieldwork in six of the classes that are taught by university faculty and district administrators. The program includes a capstone experience for which candidates complete a year-long, school-based action research project that will be presented and defended before a panel of representatives from university faculty and the Advisory Council.

Groups/Persons Consulted:

Principal Review Committee

Alternative Actions:

1. Approve the Northern Kentucky University request for the redesigned Principal P-12 preparation program.
2. Modify and approve the Northern Kentucky University request for the redesigned Principal P-12 preparation program.
3. Do not approve the Northern Kentucky University request for the redesigned Principal P-12 preparation program.

Committee Recommendation:

Alternative 1

Rationale:

The Principal Review Committee recommends the Northern Kentucky University redesigned Principal P-12 preparation program proposal for approval. The university presented signed agreements with its collaborating partners and addressed all required components of the guidelines. The documents related to the program proposal are available on the EPSB secure website.

Contact Person:

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E-mail: kim.walters-parker@ky.gov

Executive Director

Date:

May 16, 2011

Agenda Book

16 KAR 3:050. Professional certificate for instructional leadership - school principal, all grades.

RELATES TO: KRS 161.020, 161.027, 161.028, 161.030

STATUTORY AUTHORITY: KRS 161.027, 161.028, 161.030

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.020 requires that a teacher or other professional school personnel hold a certificate of legal qualification for the respective position to be issued upon completion of a program of preparation prescribed by the Education Professional Standards Board. Additionally, KRS 161.027 specifically requires a preparation program for principals. A teacher education institution shall be approved for offering the preparation program corresponding to a particular certificate on the basis of standards and procedures established by the Education Professional Standards Board. This administrative regulation establishes the preparation and certification program for school principals, at all grade levels.

Section 1. Definitions. (1) "Level I" means the standards-based program of studies designed for minimal preparation to serve in the position of instructional leadership - school principal.

(2) "Level II" means the standards-based program of studies to attain the first five (5) year renewal of the certificate for the position of instructional leadership - school principal.

Section 2. Conditions and Prerequisites. (1) The provisional and professional certificate for instructional leadership - school principal shall be issued to an applicant who has completed an approved program of preparation and requirements, including assessments.

(2) The provisional and professional certificate for instructional leadership - school principal shall be valid for the position of school principal or school assistant principal for all grade levels.

(3) Prerequisites for admission to the program of preparation for the provisional and professional certificate for instructional leadership - school principal shall include:

(a) A master's degree;

(b) Three (3) years of documented teaching experience in a public school or a nonpublic school which meets the state performance standards as established in KRS 156.160;

(c) A written statement documenting the candidate's skills and understanding in the following areas:

1. Ability to improve student achievement;

2. Leadership; and

3. Advanced knowledge of curriculum, instruction, and assessment; and

(d) An agreement from a school district pledging support that includes opportunities for the candidate to participate in a high quality practicum experience. The agreement shall include:

1. A description of how the district will provide opportunities for the candidate:

a. To observe school and district leadership; and

b. To participate in school and district leadership activities;

2. Confirmation that the candidate shall be permitted to utilize aggregated school and district information and data; and

3. The signature of the district superintendent or the district superintendent's designee.

Section 3. Kentucky Administrator Standards for Preparation and Certification. The approved program of preparation for the provisional certificate for instructional leadership - school principal shall:

(1) Prepare a candidate for the position of school principal as specified in the standards included in:

(a) The "Educational Leadership Policy Standards: ISLLC 2008"; and

(b) The "Technology Standards for School Administrators"; and

(2) Document candidate performance using "Dispositions, Dimensions, and Functions for School Leaders".

Section 4. Principal Preparation Programs. (1) All principal preparation programs approved or accredited by the Education Professional Standards Board prior to May 31, 2009 shall no longer be approved or accredited as of December 31, 2011.

(a) A principal preparation program approved by the Education Professional Standards Board prior to May 31, 2009 shall cease admitting new candidates after December 31, 2011.

(b) Candidates admitted to a principal preparation program approved by the Education Professional Standards Board prior to May 31, 2009 shall complete the program by January 31, 2014.

(c) An institution of higher learning with a principal preparation program approved by the Education Professional Standards Board prior to May 31, 2009 may submit a redesigned program for approval pursuant to the requirements of subsection (2) of this section beginning May 31, 2009.

(d) An institution's redesigned principal preparation program may become operational beginning January 1, 2010, if the institution:

1. Submits a redesigned principal preparation program for review pursuant to the requirements of subsection (2) of this section; and

2. Receives approval of the redesigned program by the Education Professional Standards Board pursuant to 16 KAR 5:010, Section 22.

(e) Institutions submitting a redesigned principal preparation program shall not be subject to any submission dates for program approval for principal preparation programs from May 31, 2009 until December 31, 2012.

(f)1. The Education Professional Standards Board shall appoint a Principal Preparation Program Redesign Review Committee to conduct reviews of redesigned principal preparation programs submitted for approval between May 31, 2009 and December 31, 2012.

2. Principal preparation programs submitted for approval between May 31, 2009 and December 31, 2012 shall:

a. Be reviewed by the Principal Preparation Program Redesign Review Committee; and

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b. Not be reviewed by the Continuous Assessment Review Committee, Content Program Review Committee, or the Reading Committee prior to presentation to the Education Professional Standards Board pursuant to 16 KAR 5:010, Section 22(2).

3.a. After review of a principal preparation program, the Principal Preparation Program Redesign Review Committee shall issue one (1) of the following recommendations to the Educational Professional Standards Board:

- i. Approval;
- ii. Approval with conditions; or
- iii. Denial of approval.

b. The Education Professional Standards Board shall consider recommendations from staff and the Principal Preparation Program Redesign Review Committee and shall issue a decision pursuant to 16 KAR 5:010, Section 22(4).

(2) Beginning May 31, 2009, in addition to the requirements established in 16 KAR 5:010, Section 22, the educator preparation unit shall prepare and submit to the Education Professional Standards Board for each principal preparation program for which the institution is seeking approval a concise description of the preparation program which shall provide the following documented information:

(a) Signed collaborative agreements with school districts that include the following:

1. Joint screening of principal candidates by both district and university;
2. Joint identification of potential program leaders and mentors;
3. District and university codesign and codelivery of courses; and
4. The manner in which the principal preparation program is based on the identified leadership needs of each district;

(b) The protocol for screening applicants that ensures the identification and admission of high quality candidates into the program;

(c) A matrix that illustrates the alignment between the standards and performance indicators identified in Section 3 of this administrative regulation and the program's curriculum and field experiences;

(d) A syllabus for each of the program's required courses identified in the documentation required by paragraph (c) of this subsection;

(e) The program's plan to collaborate with academic disciplines and programs outside of the field of education in order to supplement the candidate's knowledge and skills set;

(f) The program's plan to collaborate with each district in providing high quality field experiences that:

1. Enhance courses throughout the entire program;

2. Ensure that the candidate has a continuum of school-based experiences that range from observing, to participating, to leading; and

3. Expose the candidate to diverse student populations and school environments;

(g) The program's plan to use rigorous formative and summative evaluations of each candidate's:

1. Knowledge and skills to advocate, nurture, and sustain a school culture that promotes and supports high levels of learning for all students; and

2. Knowledge and skills to manage a school for efficiency, accountability, and safety; and

(h) The program's plan to require all candidates to conduct a capstone project and defend it to a panel of program faculty and practicing school administrators at the end of Level I preparation.

Section 5. Assessment Prerequisites for the Provisional Certificate for Instructional Leadership - School Principal. An applicant for certification as a school principal, including vocational principal, shall attain the specified minimum score on the assessments required by 16 KAR 6:030.

Section 6. Statement of Eligibility for Internship. (1) A statement of eligibility for internship for the provisional certificate for instructional leadership - school principal shall be issued for a five (5) year period to an applicant who:

(a) Has successfully completed an approved program of preparation;

(b) Has three (3) years of full-time teaching experience; and

(c) Has successfully completed the appropriate assessment requirements for the school principal certification or qualifies for a one (1) year period for completion of assessments under KRS 161.027(6).

(2) Application shall be made on "Application for Kentucky Certification or Change in Salary Rank", Form TC-1, incorporated by reference in 16 KAR 2:010.

(3) A request for renewal of the Statement of Eligibility pursuant to KRS 161.027(7) shall be made on Form TC-2, incorporated by reference in 16 KAR 4:060.

Section 7. (1) A professional certificate for instructional leadership - school principal, level I, shall be issued upon successful completion of the principal internship as provided in KRS 161.027 and 16 KAR 7:020.

(2) The renewal of the professional certificate for instructional leadership - school principal, level I, shall require a recommendation from the approved recommending authority regarding the successful completion of an approved level II program. The certificate shall be valid for five (5) years.

(3) Each subsequent five (5) year renewal of the professional certificate for instructional leadership - school principal, level II, shall require successful completion of two (2) years of experience as a school principal within the preceding five (5) years.

(4) If the applicant has not successfully completed the two (2) years of experience as required by subsection (3) of this section, pursuant to KRS 161.027(9), each subsequent five (5) year renewal of the professional certificate for instructional leadership-school principal, level II, shall require:

(a) Completion of three (3) semester hours of additional graduate credit directly related to the position of school principal for each required year of experience the applicant has not completed; or

(b) Successful completion of forty-two (42) hours of approved training selected from programs approved by the Kentucky Effective Instructional Leadership Training Program provided in KRS 156.101....

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

[Information/Discussion Item A](#)

Information Item:

To inform the EPSB about contracts and amendments which were signed by the executive director since the prior EPSB board meeting

Applicable Statutes and Regulation:

KRS 161.028 (1) (v) (d)

KRS 161.017 (3)

Applicable Goal:

Goal 5: The EPSB shall be managed for both effectiveness and efficiency, fully complying with all statutes, regulations, and established federal, state, and agency policies.

Background:

KRS 161.028 (1) (v) authorizes the EPSB to enter into contracts and KRS 161.017 (3) stipulates that with board approval the executive director may enter into agreements "...to enlist assistance to implement the duties and responsibilities of the board." The EPSB approved procedures for seeking approval and authorization for entering contractual agreements at the October 23, 2006 EPSB meeting.

The following contracts were renewed, in accordance with the terms of the original contract, for another one-year period and signed by the Executive Director.

Vendor Name	Services	Service Period	Contract Amt.
Adams, Sandy	CEO Scoring	July 1, 2011 – June 30, 2012	\$ 8733.10
Barette, Randy	CEO Scoring	July 1, 2011 – June 30, 2012	\$ 8733.10
Cornett, Debra	CEO Scoring	July 1, 2011 – June 30, 2012	\$ 8733.10
Duckworth, Grace	CEO Scoring	July 1, 2011 – June 30, 2012	\$ 8733.10
Evans, Constance	CEO Scoring	July 1, 2011 – June 30, 2012	\$ 8733.10
Fulk, Robert	CEO Scoring	July 1, 2011 – June 30, 2012	\$ 8733.10
Glasscock, Laura	CEO Scoring	July 1, 2011 – June 30, 2012	\$ 8733.10
Kostelnik, Anna	CEO Scoring	July 1, 2011 – June 30, 2012	\$ 8733.10
Kurtz, Judy	CEO Scoring	July 1, 2011 – June 30, 2012	\$ 8733.10
McClain, Veda	CEO Scoring	July 1, 2011 – June 30, 2012	\$ 8733.10
Mobley, Pam	CEO Scoring	July 1, 2011 – June 30, 2012	\$ 8733.10
Moffett, Carol	CEO Scoring	July 1, 2011 – June 30, 2012	\$ 8733.10
Odham, Elissa	CEO Scoring	July 1, 2011 – June 30, 2012	\$ 8733.10
Owen, Angela	CEO Scoring	July 1, 2011 – June 30, 2012	\$ 8733.10

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Pickerell, Judy	CEO Scoring	July 1, 2011 – June 30, 2012	\$ 8733.10
Spencer, Karla	CEO Scoring	July 1, 2011 – June 30, 2012	\$ 8733.10
Stout, Nancy	CEO Scoring	July 1, 2011 – June 30, 2012	\$ 8733.10
Swanson, Robyn	CEO Scoring	July 1, 2011 – June 30, 2012	\$ 8733.10
Wade, Norma	CEO Scoring	July 1, 2011 – June 30, 2012	\$ 8733.10
Wells, Parthenia	CEO Scoring	July 1, 2011 – June 30, 2012	\$ 8733.10
Linda Nickel	Project Specialist	July 1, 2011 – June 30, 2012	\$ 36,667.05

The following new contract was completed and signed by the Executive Director after approval was given by the Board at the March 7, 2011 board meeting to issue an RFP.

STAR	Teacher Survey	July 1, 2011 – June 30, 2012	\$47,000.00
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Groups/Persons Consulted:

N/A

Contact Person:

Mr. Gary W. Freeland
Deputy Executive Director
(502) 564-4606
E-mail: garyw.freeland@ky.gov

Executive Director

Date:

May 16, 2011

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Information/Discussion Item B

Information Item:

16 KAR _____. University-based alternative certification program for teachers of world languages, Notice of Intent

Applicable Statutes and Regulations:

KRS 161.020, 161.028, 161.030, 161.048
KAR Title 16

Applicable Goal:

Goal 2: Every professional position in a Kentucky public school is staffed by a properly credentialed educator.

Background:

Since the EPSB Certification Task Force completed its work in 2009, there has remained one identified need of the group which has not yet been fully addressed by the Board--the development of new pathways to develop teachers of world languages to meet Kentucky's growing need in this area. After discussing this with the Board in January 2010, EPSB staff convened a World Language Program Work Group, which has endorsed a new regulation to meet this need. The regulation is intended to provide guidance for IHEs in designing a flexible certification path to utilize the state's growing pool of well-educated candidates who can demonstrate outstanding skills in a world language, but who do not hold academic degrees in a world language area.

It is anticipated that Kentucky's need for teachers in a variety of emerging world language certification areas will continue to grow in future years. Districts are currently looking for teachers in Chinese and Japanese, with other languages being discussed for future consideration. In addition to these emerging areas, there continue to be shortages in some areas of the state for world language teachers, most notably in Spanish.

The Kentucky Board of Education (KBE) has expressed a need to move forward with providing Kentucky students with competency in world languages, and in February 2011, the Governor's Task Force on Transforming Education in Kentucky recommended that KBE "develop a long-term strategy for enhancing the teaching of world languages at all grade levels." Obviously, the development of a competent teaching force in these areas must be a part of such a strategy.

The proposed regulation is built upon the current statute, KRS 161.048 (7), and regulation, 16 KAR 9:080, which govern university-based alternative route programs. However, the regulation provides more guidance for these IHEs in developing programs tailored to recruiting those individuals with strong documented competencies in world language. EPSB staff believes that establishing a regulatory framework for the development of world language teachers will emphasize the emerging needs in this area and clarify an alternative route for those without the usually required content area academic credentials.

The proposed regulation is being presented for the Board's consideration at this time, and it will be placed on the August agenda for possible final action.

Contact Person:

Mr. Michael C. Carr, Director
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(502) 564-4606
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Executive Director

Date:

May 16, 2011

EDUCATION PROFESSIONAL STANDARDS BOARD

(New Regulation)

16 KAR _____. University-based alternative certification program for teachers of world languages.

RELATES TO: KRS 161.020, 161.028, KRS 161.030, KRS 161.048, KRS 161.1221

STATUTORY AUTHORITY: KRS 161.028, KRS 161.030, KRS 161.048

NECESSITY, FUNCTION, AND CONFORMITY: 161.028 and KRS 161. 030

authorize the Education Professional Standards Board to establish standards and requirements for obtaining and maintaining a teaching certificate and to set standards to approve and evaluate educator preparation programs. KRS 161.048 (7) authorizes the Education Professional Standards Board to approve alternative programs that enroll students in post baccalaureate educator preparation programs concurrently with employment as a teacher in a local school district. This administrative regulation establishes the program requirements and candidate qualifications for the university-based alternative certification program for teachers of world languages and the requirements for issuance of a temporary provisional certificate to teach world languages.

Section 1. Definitions. (1) “University-based alternative certification program” means post baccalaureate educator preparation program that enrolls teacher candidates concurrently with employment as a teacher in a local school district.

(2) “World language” means any currently spoken and written language other than English.

1 Section 2. An accredited college or university, or a consortium of such
2 institutions may apply to the Education Professional Standards Board for approval to
3 provide a university-based alternative certification program for teachers of world
4 languages.

5 Section 3. Admission Requirements. (1) Admission to a post baccalaureate
6 educator preparation program that enrolls candidates concurrently with employment as a
7 teacher of world languages shall require the following:

8 (a) A bachelor's degree from an accredited college or university with the
9 cumulative grade point average established in 16 KAR 4:020 Section 1(2); and

10 (b) Successful completion of the program's approved assessments to measure
11 proficiency for program admission as established in Section 4(1)(a) of this regulation.

12 Section 4. University Requirements. (1) In addition to the standards for program
13 approval established in 16 KAR 5:010, the university-based alternative certification
14 program for teachers of world languages shall:

15 (a) Select assessments to measure proficiency for program admission, which shall
16 include:

17 1. A nationally recognized assessment for written and oral proficiency in the
18 world language area in which the candidate is seeking certification; and

19 2. A nationally recognized assessment for oral and written proficiency in English
20 language usage;

21 (b) Establish a protocol to assess a candidate's educational background to develop
22 a plan of coursework that shall adequately prepare the candidate for successful

1 completion of the requirements for program completion and certification for the areas and
2 grades that correspond with the candidate's school placement;

3 (c) Design coursework and mentoring to permit a candidate to maintain
4 employment in an eligible position and successfully complete any applicable
5 assessments, including internship programs, within a period of three (3) years;

6 (d) Develop an agreement to provide, in collaboration with the administration of a
7 candidate's employing school, mentoring to the candidate in the employment setting
8 which includes:

9 1. Prior to the candidate's enrollment in the Kentucky Teacher Internship pursuant
10 to KRS 161.030 and 16 KAR 7:010, a minimum of fifteen (15) hours of annual
11 observation utilizing university faculty and a district-based mentor of the candidate
12 practicing instruction in the classroom;

13 2. A description of how support shall be offered to the candidate during in-class
14 and out-of-class time to assist the candidate in meeting the teacher's instructional
15 responsibilities;

16 3. An acknowledgement by the employing school district that the school district
17 shall be responsible for all costs associated with providing school district mentors for the
18 teacher;

19 4. The name, contact person, and role for the collaborating educator preparation
20 institution; and,

21 5. The names and roles of the school district mentor teachers;

22 (e) Require the candidate to begin course work no later than ninety (90) days
23 from the date the eligibility notice is issued; and

(f) Establish a process to maintain regular communications with the employing school so that the institution and employing school may assist the candidate as needed and address identified areas of improvement.

(2) Student teaching shall not be required for program completion.

Section 5. Temporary provisional certificate for world language. (1) The temporary provisional certificate for world language shall be issued for a validity period not to exceed one (1) year.

(2) The temporary provisional certificate for world language may be renewed a maximum of two (2) times.

(3) The temporary provisional certificate for world language shall be:

(a) Issued in accordance with a grade level and specialization as recommended by the educator preparation institution on Form TC-WL; and

(b) Valid for the world language and all grades listed on the face of the certificate.

(4) The temporary provisional certificate for world language shall be issued at the rank corresponding to the degree held by the teacher applicant in accordance with the requirements established in 16 KAR 8:020.

Section 6. Issuance of a temporary provisional certificate for world language. (1) Prior to seeking employment in a Kentucky public school, a candidate shall request from the institution written and dated documentation of eligibility for the university alternative certification program to provide to school districts pursuant to KRS 160.345(2)(h).

(2) Prior to employment, a superintendent, on behalf of the employing local board of education, shall be responsible for requesting the temporary provisional certificate for world language.

(3) The candidate shall submit to the Education Professional Standards Board an official college transcript from each college or university attended.

(4) All transcripts from institutions outside of the United States shall be accompanied by a course-by-course evaluation from an Education Professional Standards Board approved evaluation agency.

(5) The employing school district shall submit with Form TC-WL a completed and signed copy of the mentoring collaboration agreement with the university-based alternative certification program referenced in Section 4(1)(d) of this administrative regulation.

Section 7. Requirements for renewal of the temporary provisional certificate for world language. (1) A candidate shall be eligible for the first renewal of the temporary provisional certificate for world language upon successful completion of the following requirements:

(a) Evidence of employment in a Kentucky school district or nonpublic school in the content area or areas indicated on the initial provisional world language certificate;

(b) A minimum of six (6) semester hours or its equivalent from the approved preparation program;

(c) Completion of Form TC-WL.

(2) A candidate shall be eligible for the final renewal of the temporary provisional certificate for world language upon successful completion of the following requirements:

(a) Evidence of employment in a Kentucky school district or nonpublic school in the content area or areas indicated on the initial provisional world language certificate;

1 (b) A minimum of six (6) semester hours or its equivalent from the approved
2 preparation program;

3 (c) The required assessments as established in 16 KAR 6:010; and

4 (d) Completion of Form TC-WL.

5 Section 8. (1) Upon completion of all program requirements of the university-based
6 alternative certification program for teachers of world languages, including successful
7 completion of the Kentucky Teacher Internship Program established in KRS 161.030 and
8 16 KAR 7:010, the candidate may make application to the Education Professional
9 Standards Board for the professional certificate on the form TC-1, incorporated by
10 reference in 16 KAR 2:010.

11 (2) Upon verification that a candidate has met all eligibility requirements for
12 certificate issuance, the Education Professional Standards Board shall issue a professional
13 certificate.

14 Section 9. Incorporation by Reference. (1) “Application for World Language
15 Temporary Provisional Certification” Form TC-WL, September 2011.

16 (2) This material may be inspected, copied, or obtained, subject to applicable
17 copyright law, at the Education Professional Standards Board, 100 Airport Road, 3rd
18 Floor, Frankfort, Kentucky 40601, Monday through Friday, 8 a.m. to 4:30 p.m.

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Information/Discussion Item C

Information Item:

Notice of Intent to Amend 16 KAR 2:040. Interdisciplinary early childhood education, birth to primary.

Applicable Statutes and Regulation:

KRS Chapter 13A, KRS 161.020, 161.028, and KRS 161.030

Applicable Goal:

Goal 2: Every professional position in a Kentucky public school is staffed by a properly credentialed educator.

Background:

Previously, the Education Professional Standards Board (EPSB) waived the testing provision contained in 16 KAR 2:040 Section 2(2)(a) while staff worked with the Education Testing Service (ETS) to develop an interdisciplinary early childhood education (IECE) test aligned with the Kentucky standards. That test, *Interdisciplinary Early Childhood Education (0023)* has been adopted by the Board and promulgated as a recent regulatory amendment to 16 KAR 6:010 with a passing score 166. In order to ensure consistency in our regulations, staff is recommending that the reference to the required test and minimum passing score be removed from 16 KAR 2:040.

During the process of reviewing 16 KAR 2:040 for potential amendment, staff found several redundant and outdated provisions. The attached draft amendment contains several recommended deletions required by KRS Chapter 13A, including removing language that is currently in statute. Staff also recommends removing the grandfather clause currently found in Section 5 that allowed an educator who served as an early childhood teacher during the 1998-1999 school year through the 2001-2001 school year to receive a letter of approval to continue in the same position without additional certification and the corresponding form.

Contact Person:

Ms. Alicia A. Sneed, Director
Division of Legal Services
(502) 564-4606
E-mail: alicia.sneed@ky.gov

Executive Director

Date:

May 16, 2011

EDUCATION PROFESSIONAL STANDARDS BOARD

(Amendment)

16 KAR 2:040. Interdisciplinary early childhood education, birth to primary.

RELATES TO: KRS 157.3175, 161.020, 161.030

STATUTORY AUTHORITY: KRS 161.028, 161.030

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.020 and 161.030 require that a teacher and other professional school personnel hold a certificate of legal qualifications for the respective position to be issued upon completion of a program of preparation prescribed by the Education Professional Standards Board. KRS 161.028(1)(a) requires the Education Professional Standards Board to establish the standards for obtaining and maintaining a teaching certificate. KRS 161.028(1)(b) requires an educator preparation ~~[a teacher education]~~ institution be approved for offering the preparation program corresponding to a particular certificate on the basis of standards and procedures established by the Education Professional Standards Board. KRS 161.028(1)(f) requires the Education Professional Standards Board to issue and renew any certificate. This administrative regulation establishes the professional certificate for interdisciplinary early childhood education, birth to primary; the interdisciplinary early childhood education teacher standards; and the standards for approval of a program leading to this certificate.

Section 1. Definitions. (1) "Culturally diverse" means the wide range of differences among individuals that result from cultural and ethnic backgrounds, socioeconomic status, gender, personality traits, physical abilities and disabilities, and the interaction of factors of variability.

(2) "Family-centered services" means services in which family needs and desires determine all aspects of service delivery and resource provisions that promote family decision-making capabilities and competencies.

(3) "Interdisciplinary" means a preparation program combining early childhood and early childhood special education.

(4) "Teacher performance standard" means a set of teaching and managing tasks that an early childhood educator shall be able to demonstrate in early childhood programs.

Section 2. (1) The professional certificate for interdisciplinary early childhood education, birth to primary, shall be issued to an applicant who has completed:

(a) A bachelor's degree and the approved program of preparation for this certificate as described in Sections 6, 7, and 8 [7, 8, and 9] of this administrative regulation at an educator preparation [a teacher education] institution approved by the Education Professional Standards Board with:

1. A cumulative minimum grade point average of 2.50 on a 4.00 scale; or
2. A minimum grade point average of 3.00 on a 4.00 scale on the last sixty (60) hours of credit completed, including undergraduate and graduate coursework;

(b) The approved written assessments established in [subsection (2) of this section and] 16 KAR 6:010; and

(c) The Kentucky Teacher Internship Program established in subsection (3) of this section and 16 KAR 7:010.

(2)[(a) In order to satisfy the testing prerequisites for teacher certification as required by KRS 161.030, the applicant shall score at least 150, the minimum passing score, on the Kentucky test of interdisciplinary early childhood.

1 ~~—(b) The assessment shall be waived for an out of state teacher who has two (2) or more years~~
2 ~~of successful experience in a position teaching children from birth to entry into the primary~~
3 ~~program on at least a half time basis and whose preparation corresponds to the interdisciplinary~~
4 ~~early childhood education outlined in this administrative regulation.~~

5 ~~—(3)(a) The Education Professional Standards Board shall issue the one (1) year provisional~~
6 ~~certificate for the Kentucky Teacher Internship Program established in KRS 161.030 and 16~~
7 ~~KAR 7:010 upon the applicant's confirmation of employment in a position teaching children~~
8 ~~from birth to entry into a primary program on at least a half time basis in a school which meets~~
9 ~~the criteria identified in KRS 161.030.~~

10 ~~—(b) A teacher who has successfully completed the Kentucky Teacher Internship Program~~
11 ~~prior to issuance of the initial certificate for interdisciplinary early childhood education or who is~~
12 ~~not required to complete the internship program under the requirements for out-of-state teachers~~
13 ~~established in KRS 161.030(5) shall not be required to complete the internship program again for~~
14 ~~issuance of the professional certificate for interdisciplinary early childhood education, birth to~~
15 ~~primary.~~

16 ~~—(4)] To apply for the professional certificate for interdisciplinary early childhood education,~~
17 ~~birth to primary, an applicant shall submit a completed Form TC-1 incorporated by reference in~~
18 ~~16 KAR 2:010 to the Education Professional Standards Board.~~

19 Section 3. The professional certificate for interdisciplinary early childhood education,
20 birth to primary, shall be issued and renewed in accordance with the provisions of KRS 161.030,
21 16 KAR 2:010, and 16 KAR Chapter 4.

22 Section 4. (1) The professional certificate for interdisciplinary early childhood education,
23 birth to primary, shall be valid for teaching children from birth to entry into the primary program,

1 including teaching children in kindergarten or another program for five (5) year old children if
2 the program is operated separately from the primary program.

3 (2) A person holding this certificate shall serve as a primary developer and implementer
4 of an individual program for children with or without disabilities including an individual
5 education plan (IEP) and individual family service plan (IFSP) with consultation and support
6 from a specialist according to the needs of the child.

7 Section 5. ~~[(1) A teacher serving in a position identified in Section 4 of this~~
8 ~~administrative regulation as an early childhood teacher during the 1998-99, 1999-2000, 2000-~~
9 ~~2001, or 2001-2002 school year in a district with an approved preschool program shall:~~

10 ~~— (a) Submit a completed Form TC-1 APP to the Education Professional Standards Board;~~
11 ~~and~~

12 ~~— (b) Be eligible to continue serving in the same position without additional certification.~~

13 ~~— (2) Upon application to the Education Professional Standards Board, a teacher shall~~
14 ~~receive an approval letter certifying eligibility.~~

15 ~~— Section 6.]~~ An educator preparation ~~[A teacher preparation]~~ institution offering an
16 approved program of preparation leading to the professional certificate for interdisciplinary early
17 childhood education, birth to primary, shall establish an assessment system to judge the
18 performance of a candidate on the interdisciplinary early childhood education teacher
19 performance standards identified for this certificate.

20 Section 6[7]. Standards for Program of Preparation. In order to receive approval of the
21 Education Professional Standards Board, a program of preparation leading to the professional
22 certificate for interdisciplinary early childhood education, birth to primary, shall meet the
23 following standards:

(1) The program shall be designed to prepare candidates to teach and manage tasks as identified in the teacher standards established in Section 9 of this administrative regulation and as required in the “New Teacher Standards for Preparation and Certification: Interdisciplinary Early Childhood, Birth to Primary - Standards with Criteria and Preamble;”

(2) The program shall include a system of continuous assessment to evaluate a candidate's progress and level of attainment on the interdisciplinary early childhood education teacher standards. The assessments shall include performance on authentic teaching and managing tasks in settings that are inclusive of children across abilities and contexts. ~~Candidates shall be evaluated by paper and pencil tests and authentic assessments of performance;~~

(3) The program shall ensure that candidates from culturally diverse backgrounds are recruited and retained in the program;

(4) The program shall provide the candidate with knowledge and experiences to perform teaching and managing tasks identified in the teacher standards with children from culturally diverse backgrounds;

(5) The program shall include a student teaching experience in accordance with 16 KAR 5:040 , which shall be supervised by a teacher who has a:

(a) Letter of approval issued by the Education Professional Standards Board certifying eligibility to continue teaching in an interdisciplinary early childhood position; or

(b) Rank II certification with emphasis in early childhood and three (3) years of teaching experience;

(6) The program shall be based on:

(a) The National Association for the Education of Young Children (NAEYC) Standards for Early Childhood Professional Preparation; and

(b) The Council for Exceptional Children (CEC) content standards for:

1 1. Beginning special education teachers of early childhood students set out in CEC
2 Content Standards for All Beginning Special Education Teachers; and

3 2. Beginning special education teacher common core set out in CEC Knowledge and Skill
4 Base for All Beginning Special Education Teachers of Early Childhood Students; and

5 (7) The program shall adhere to the program guidelines established in 16 KAR 5:010.

6 Section 7[8]. Application for Program Approval. (1) An educator preparation [~~A teacher~~
7 ~~education~~] institution that proposes to offer a program of preparation leading to the professional
8 certificate for interdisciplinary early childhood education, birth to primary, shall make
9 application for approval to the Education Professional Standards Board. The application for
10 approval shall include a program description including the following:

11 (a) Program outcomes that include teacher standards for interdisciplinary early childhood
12 education;

13 (b) Program components that provide a list of coursework, clinical and field experiences,
14 and student teaching related to general education, interdisciplinary specialty studies, and
15 professional studies;

16 (c) A list of faculty responsible for and involved with the conduct of the specific program
17 and their qualifications;

18 (d) A description of candidate [~~student~~] admission and retention policies and procedures
19 that are specific to this program;

20 (e) A description of the system of continuous assessment of interdisciplinary early
21 childhood education teacher standards; and

22 (f) Adherence with the program approval guidelines established in 16 KAR 5:010.

23 ~~[(2) An institution may receive interim program approval for a one (1) year period that~~
24 ~~may be extended for one (1) additional year while the institution develops the assessments~~

~~required by Section 7(2) of this administrative regulation. By the end of the period of interim approval, the institution shall apply for full approval to the Education Professional Standards Board.]~~

Section 8[9]. Teacher Standards. (1) Teacher Standard I. The interdisciplinary early childhood education (IECE) educator designs and plans experiences and instruction that support the development and learning of infants, toddlers, preschool children, and kindergarten children, including those with disabilities.

(2) Teacher Standard II. The IECE educator creates and maintains learning environments in a variety of settings that support the development and learning of infants, toddlers, preschool children, and kindergarten children, including those with disabilities.

(3) Teacher Standard III. The IECE educator introduces, implements, and facilitates experiences and instruction that support development and learning for infants, toddlers, preschool children, and kindergarten children, including those with disabilities.

(4) Teacher Standard IV. The IECE educator, in collaboration with others, assesses the development and ongoing learning of infants, toddlers, preschool children, and kindergarten children, including those with disabilities, and communicates the results with partners, including families.

(5) Teacher Standard V. The IECE educator reflects on and evaluates professional practices that support the development and learning of infants, toddlers, preschool children, and kindergarten children, including those with disabilities.

(6) Teacher Standard VI. The IECE educator collaborates and consults with team members including colleagues, families, primary caregivers, agency personnel, and other service personnel to design and implement experiences and instruction that support the development and

learning of infants, toddlers, preschool children, and kindergarten children, including those with disabilities.

(7) Teacher Standard VII. The IECE educator engages in self-evaluation of professional practices and implements a professional development plan to improve the educator's performance.

(8) Teacher Standard VIII. The IECE educator supports families through family-centered services that promote independence and self-determination.

(9) Teacher Standard IX. The IECE educator uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, families, and community agencies; and conduct research.

Section 9[10]. Incorporation by Reference. (1) The following material is incorporated by reference:

(a) The Council for Exceptional Children (CEC) Content Standards for All Beginning Special Education Teachers, 2001;

(b) CEC Knowledge and Skill Base for All Beginning Special Education Teachers of Early Childhood Students, 2001;

(c) The National Association for the Education of Young Children (NAEYC) Standards for Early Childhood Professional Preparation, 2001; and

(d) "New Teacher Standards for Preparation and Certification: Interdisciplinary Early Childhood Education, Birth to Primary - Standards with Criteria and Preamble", September 2002, Education Professional Standards Board;

[(a) Form TC-1, rev. 10/02, Education Professional Standards Board;

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1 ~~—— (b) "New Teacher Standards for Preparation and Certification: Interdisciplinary Early~~
2 ~~Childhood Education, Birth to Primary Standards with Criteria and Preamble", September~~
3 ~~2002, Education Professional Standards Board;~~

4 ~~—— (c) Form TC-1 APP, Application for Kentucky Certification or Change in Salary Rank,~~
5 ~~April 2001;~~

6 ~~—— (d) NAEYC Standards for Early Childhood Professional Preparation, 2001;~~

7 ~~—— (e) CEC Content Standards for All Beginning Special Education Teachers, 2001; and~~

8 ~~—— (f) CEC Knowledge and Skill Base for All Beginning Special Education Teachers of~~
9 ~~Early Childhood Students, 2001.]~~

10 (2) This material may be inspected, copied, or obtained, subject to applicable copyright
11 law, at the Education Professional Standards Board, 100 Airport Road, 3rd Floor, Frankfort,
12 Kentucky 40601, Monday through Friday, 8 a.m. to 4:30 p.m.

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Information/Discussion Item D

Information Item:

16 KAR 5:020. Standards for admission to educator preparation

Applicable Statute or Regulation:

KRS 161.028, 161.030

Applicable Goals:

Goal 1: Every approved educator preparation program meets or exceeds all accreditation standards and prepares knowledgeable, capable teachers and administrators who demonstrate effectiveness in helping all students reach educational achievement.

Background:

The Committee to Review Admissions and Clinical Experiences (CRACE) was established by the Education Professional Standards Board (EPSB) in January of 2010 to explore current best practices in the following: (1) the selection of high quality candidates for the teaching profession and (2) the provision of high quality clinical experiences for both traditional candidates and those seeking initial certification through an alternative route. CRACE work resulted in the following:

- The CRACE report was accepted by the EPSB at its regular meeting on August 2, 2010.
- The EPSB submitted CRACE recommendations to the Governor's Transforming Education in Kentucky (TEK) Task Force during the board's regular meeting on September 20, 2010.
- The EPSB recommendations were adopted into the final draft of the Governor's TEK Task Force and published in February 2011.

The next step is to amend regulations in order to transform the CRACE recommendations into relevant regulatory language. The present staff note is to amend 16 KAR 5:020 which provides standards for the admission of teacher candidates to an EPSB approved teacher preparation program.

The amendments to 16 KAR 5:020 provide a comprehensive rewrite of the regulation that primarily addresses the following:

1. Raises the minimum grade point average (GPA) for admission to a teacher preparation program from 2.50 to 2.75.
2. Requires that all candidates successfully demonstrate essential knowledge in the areas of mathematics, reading, and writing prior to admission.
3. Requires that all candidates demonstrate an overall disposition essential to being an effective teacher in the areas of critical thinking, communication, creativity, and collaboration prior to admission to a teacher preparation program.
4. Stipulates that all teacher preparation programs submit an annual report and the particular information the report will provide.
5. Provides a date of September 1, 2012 for all amendments to this regulation to become effective.

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Executive Director

Date:

May 16, 2011

1 **EDUCATION PROFESSIONAL STANDARDS BOARD**

2 **(Amendment)**

3 **16 KAR 5:020. Standards for admission to educator preparation.**

4 RELATES TO: KRS 161.020, 161.028, 161.030

5 STATUTORY AUTHORITY: KRS 161.028, 161.030

6 NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028(1)(b) requires that an
7 educator preparation institution be approved for offering the preparation program corresponding
8 to a particular certificate on the basis of standards and procedures established by the Education
9 Professional Standards Board. KRS 161.028(c) requires the Education Professional Standards
10 Board to conduct an annual review of diversity in teacher preparation programs. KRS 161.030
11 requires that a certificate shall be issued to a person who has completed a program approved by
12 the Education Professional Standards Board. This administrative regulation establishes the
13 standards for admission to an educator preparation program.

14 Section 1. Selection and Admission to Educator Preparation Programs. (1) In addition to
15 appropriate National Council for Accreditation of Teacher Education standards incorporated by
16 reference in [under] 16 KAR 5:010, each educator preparation institution shall develop minimum
17 standards for admission to its initial certification educator preparation programs, including
18 university-based alternative programs established pursuant to KRS 161.048(7) in accordance
19 with this section.

20 (2) Beginning September 1, 2012, admission to an initial certification educator
21 preparation program shall require the following:

22 (a) 1. A cumulative grade point average of 2.75 on a 4.0 scale; or

2. A grade point average of 3.00 on a 4.0 scale on the last thirty-six (36) hours of credit completed, including undergraduate and graduate coursework; and

(b) Successful completion of the following pre-professional skills assessments of basic knowledge administered by the Educational Testing Service with the corresponding minimum score:

1. a. “Pre-Professional Skills Test: Mathematics” (0730) -173; or

b. Computerized Pre-Professional Skills Test: Mathematics (5730) - 173;

2. a. “Pre-Professional Skills Test: Reading” (0710) – 174; or

b. “Computerized Pre-Professional Skills Test: Reading” (5710) – 174; and

3. a. “Pre-Professional Skills Test: Writing” (0720) – 173; or

b. “Computerized Pre-Professional Skills Test: Writing” (5720) – 173.

(3) Beginning September 1, 2012, each accredited educator preparation institution shall have a formal application procedure for admission to an initial teacher preparation program, which shall include the following:

(a) Documentation that the candidate demonstrates an overall disposition for the education profession, including:

1. Critical thinking;

2. Communication;

3. Creativity; and

4. Collaboration;

1 (b) Evidence that the candidate has reviewed the Professional Code of Ethics for
2 Kentucky School Certified Personnel established in 16 KAR 1:020; and

3 (c) The character and fitness questionnaire contained in Section III of the TC-1
4 incorporated by reference in 16 KAR 2:010.

5 (4) A candidate shall not be permitted to accumulate more than three credit hours in
6 required program courses prior to admission to the program.

7 (5) The educator preparation program shall maintain electronic records that document
8 that all students admitted after September 1, 2012, meet the requirements subsection (2) of this
9 section.

10 ~~[and publish a plan of selection and admission of candidates for the educator preparation~~
11 ~~program, which shall include:~~

12 ~~—— (a) Tests to measure general academic proficiency;~~

13 ~~—— (b) An evaluation of the candidate's disposition for the education profession; and~~

14 ~~—— (c) Affirmation that candidates are provided a review of the Professional Code of Ethics~~
15 ~~for Kentucky School Certified Personnel established in 16 KAR 1:020, to ascertain awareness,~~
16 ~~knowledge, and commitment as required for state educator certification.~~

17 ~~—— (2) The educator preparation institution shall file the plan with the Education Professional~~
18 ~~Standards Board.~~

19 ~~Section 2. Tests to Measure General Academic Proficiency. (1) The educator preparation~~
20 ~~institution shall determine whether each candidate exhibits an acceptable level of competency in~~
21 ~~oral and written communication as an admission requirement.~~

22 ~~—— (2) A candidate who plans to apply for admission to an educator preparation program~~
23 ~~shall provide to the teacher education institution official scores of tests to measure general~~

~~academic proficiency. A person shall not be permitted to apply for admission to a preparation program leading to certification as an educator without first providing evidence of meeting the general academic proficiency requirement.~~

~~—— (3) The educator preparation institution shall select the means of evidence for meeting the general academic proficiency requirement, which may include a combination of:~~

~~—— (a) College admission exams;~~

~~—— (b) Praxis I exams administered by the Educational Testing Service;~~

~~—— (c) Other assessments; or~~

~~—— (d) Grade point average.~~

~~Section 3. (1) An educator preparation unit identified as "low performing" or "at risk of low performing" pursuant to 16 KAR 5:010 shall implement one (1) or more of the following assessment plans for candidate admission:~~

~~—— (a) Plan I. A minimum composite score of 21 on the American College Test (ACT);~~

~~—— (b) Plan II. PreProfessional Skills Test (PPST) results, with the following minimum scores:~~

~~—— 1. Reading 173;~~

~~—— 2. Mathematics 173; and~~

~~—— 3. Writing 172;~~

~~—— (c) Plan III. Graduate Record Examination (GRE) General Tests. Each educator preparation institution shall establish a minimum passing score on the GRE as a measurement of verbal reasoning, quantitative reasoning, and analytical writing skills for admission when the entry into the educator preparation program is at the graduate level; or~~

~~—— (d) Plan IV. SAT with, a minimum composite score of 1470.~~

1 ~~—— (2)(a) An educator preparation unit identified as "low performing" or "at risk of low~~
2 ~~performing" pursuant to 16 KAR 5:010 shall require a candidate to obtain a cumulative grade~~
3 ~~point average of 2.50 on a 4.0 scale for admission to an educator preparation program.~~

4 ~~—— (b) A candidate who does not meet the grade point average established in paragraph (a)~~
5 ~~of this subsection shall possess a grade point average of 3.0 on a 4.0 scale on the last sixty (60)~~
6 ~~hours of credit completed, including undergraduate and graduate coursework, for admission to an~~
7 ~~educator preparation program.]~~

8 Section 2 [4]. Annual Report. (1) Each educator preparation unit shall submit an
9 electronic report annually to the Education Professional Standards Board[~~;~~] that includes the
10 following program data on each candidate [candidates] admitted to educator preparation
11 programs:

12 (a) The candidate's Education Professional Standards Board Person Identifier;

13 (b) The candidate's Student School Identification number;

14 (c) The candidate's Social Security number;

15 (d) The candidate's full name;

16 (e) The candidate's birth date;

17 (f) The candidate's reported ethnicity;

18 (g) The candidate's reported gender;

19 (h) The candidate's email address;

20 (i) The candidate's present home mailing address;

21 (j) The candidate's permanent home mailing address;

1 (k) The candidate's phone number;

2 (l) The candidate's admission date;

3 (m) The candidate's total number of credit hours in professional education courses
4 completed prior to admission;

5 (n) The candidate's grade point average at admission;

6 (o) The candidate's total number of credit hours prior to admission to the institution's
7 educator preparation program;

8 (p) The candidate's current program enrollment status;

9 (q) The candidate's program completion date;

10 (r) The candidate's grade point average at program completion;

11 (s) The candidate's academic major at program completion; and

12 (t) The candidate's academic minor or minors at program completion, if applicable.

13 (2) The report shall be submitted in the following manner:

14 (a) The institution shall enter all data identified in subsection (1) of this section into an
15 online application provided by the Education Professional Standards Board; and

16 (b) By September 15 of each year, each institution shall provide written confirmation by
17 electronic mail to the Director of the Division of Educator Preparation that all required
18 information has been entered.

19 (3) The preparation program shall exit any candidate who has not been enrolled in at least
20 one (1) course required for program completion within the last eighteen (18) months.

1 (4) Failure to submit the annual report in accordance with this section may result in
2 action against the program's accreditation status pursuant to 16 KAR 5:010 Section 21.

3 [~~(1) The candidate's Education Professional Standards Board Person Identifier;~~

4 ~~—— (2) The candidate's Student School Identification number;~~

5 ~~—— (3) The candidate's Social Security number;~~

6 ~~—— (4) The candidate's full name;~~

7 ~~—— (5) The candidate's birth date;~~

8 ~~—— (6) The candidate's Email Address;~~

9 ~~—— (7) The candidate's present home mailing address;~~

10 ~~—— (8) The candidate's permanent home mailing address;~~

11 ~~—— (9) The candidate's phone number;~~

12 ~~—— (10) The candidate's admission date;~~

13 ~~—— (11) the candidate's grade point average; and~~

14 ~~—— (12) The candidate's total hours prior to admission to the institution's educator~~

15 ~~preparation program.]~~

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

[Information/Discussion Item E](#)

Information Item:

16 KAR 5:040. Admission, placement, and supervision in student teaching, Notice of Intent

Applicable Statute or Regulation:

KRS 161.028, 161.030, 161.042

Applicable Goals:

Goal 1: Every approved educator preparation program meets or exceeds all accreditation standards and prepares knowledgeable, capable teachers and administrators who demonstrate effectiveness in helping all students reach educational achievement.

Background:

The Committee to Review Admissions and Clinical Experiences (CRACE) was established by the Education Professional Standards Board (EPSB) in January of 2010 to explore current best practices in the following: (1) the selection of high quality candidates for the teaching profession and (2) the provision of high quality clinical experiences for both traditional candidates and those seeking initial certification through an alternative route. The results of the CRACE work include the following:

- The CRACE committee's report was accepted by the EPSB at its regular meeting on August 2, 2010.
- The EPSB submitted CRACE recommendations to the Governor's Transforming Education in Kentucky (TEK) Task Force during the board's regular meeting on September 20, 2010.
- The EPSB recommendations were adopted into the final draft of the Governor's TEK Task Force and published in February 2011.

The next step is to amend regulations in order to transform the CRACE recommendations into relevant regulatory language. The present staff note is to amend 16 KAR 5:040 which provides standards for the admission, placement, and supervision of student teachers.

The amendments provide a comprehensive rewrite of 16 KAR 5:020 that primarily address the following:

1. Requires training for all cooperating teachers and clinical faculty serving as university supervisors.
2. Stipulates that all candidates shall complete a minimum of 200 hours of diverse and focused field experiences prior to student teaching.
3. Redefines and increases the amount of time a candidate must serve as a student teacher from a minimum of 12 weeks to a minimum of 70 days.
4. Provides that the student teacher is to be prepared to participate as a co-teacher in the assigned student teacher placement.
5. Details the specific placement requirements and responsibilities for all student teachers.

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6. Provides a date of September 1, 2013 for all amendments to this regulation to become effective.

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Executive Director

Date:

May 16, 2011

1 **EDUCATION PROFESSIONAL STANDARDS BOARD**

2 **(Amendment)**

3 **16 KAR 5:040. Admission, placement, and supervision in student teaching.**

4 RELATES TO: KRS 161.020, 161.028, 161.030, 161.042

5 STATUTORY AUTHORITY: KRS 161.028, 161.030, 161.042

6 NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028 requires that an
7 educator preparation institution be approved for offering the preparation program corresponding
8 to a particular certificate on the basis of standards and procedures established by the Education
9 Professional Standards Board. KRS 161.030 requires that a certificate shall be issued to a person
10 who has completed a program approved by the Education Professional Standards Board. KRS
11 161.042 requires the Education Professional Standards Board to promulgate an administrative
12 regulation relating to student teachers, including the qualifications for cooperating ~~[supervising]~~
13 teachers. This administrative regulation establishes the standards for admission, placement, and
14 supervision in student teaching.

15 Section 1. Definition. "Cooperating teacher" ~~[or "supervising teacher"]~~ means a teacher
16 employed in a public school or a nonpublic school which meets the state performance standards
17 as established in KRS 156.160 or which has been accredited by a regional or national accrediting
18 association ~~[school in Kentucky]~~ who is contracting with an educator preparation institution to
19 supervise a student teacher for the purpose of fulfilling the student teaching requirement of the
20 approved educator preparation program.

21 Section 2. Cooperating Teacher Eligibility Requirements. (1) ~~[Except as provided in~~
22 ~~subsection (2) of this section,]~~ The cooperating teacher, whether serving in a public or nonpublic
23 school, shall have:

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(a) A valid ~~Kentucky~~ teaching certificate or license for each grade and subject taught; and

(b) ~~[Attained Rank II certification;~~

~~(c)] At least three (3) years of teaching experience as a certified educator. [on a Professional Certificate; and~~

~~(d) Taught in the present school system at least one (1) year immediately prior to being assigned a student teacher.]~~

(2) ~~[If a cooperating teacher has not attained Rank II certification, the teacher shall have attained a minimum of fifteen (15) hours of approved credit toward a Rank II within a minimum period of five (5) years.~~

~~(3)] Teachers assigned to a teaching position on the basis of a provisional, probationary, or emergency certificate issued by the Education Professional Standards Board shall not be eligible for serving as a cooperating teacher.~~

~~(3) [(4) In selecting a cooperating teacher,] The district and teacher preparation program shall select teachers to be cooperating teacher who demonstrate the following: [give consideration to the following criteria:]~~

(a) ~~[A demonstrated ability to engage in]~~ Effective classroom management techniques that promote an environment conducive to learning;

(b) ~~[An ability to model]~~ Best practices for the delivery of instruction;

(c) Mastery ~~[A mastery]~~ of the content knowledge or subject matter being taught;

(d) ~~[The demonstration of an]~~ Aptitude and ability to contribute to the mentoring and development of a preservice educator;

(e) Usage of ~~[An ability to use]~~ multiple forms of assessment to inform instruction; and

1 (f) Creation of learning communities that value and build upon students' diverse
2 backgrounds.

3 (4) An educator preparation program shall give a teacher who holds a Teacher Leader
4 Endorsement pursuant to 16 KAR 5:010 Section 12(3) priority consideration when selecting a
5 cooperating teacher.

6 (5) Beginning September 1, 2013, prior to student teacher placement, a cooperating
7 teacher shall receive training approved by the Education Professional Standards Board and
8 provided at no cost to the cooperating teacher by the educator preparation institution which shall
9 include the following components:

10 (a) Basic responsibilities of a cooperating teacher.

11 (b) Best practice in supporting the student teacher, and

12 (c) Effective assessment of the student teacher.

13 (6) Beginning September 1, 2013, educator preparation programs shall maintain a pool
14 of cooperating teachers who have met the requirements of this section.

15 (7) Beginning September 1, 2013, each educator preparation institution shall file an
16 electronic report with the Education Professional Standards Board every semester which
17 identifies the following:

18 (a) Each candidate at the educator preparation institution enrolled in student teaching;

19 (b) The candidate's assigned school;

20 (c) The cooperating teacher assigned to each candidate;

21 (d) The cooperating teacher's area of certification;

1 (e) The cooperating teacher's years of experience as a certified or licensed educator; and

2 (f) The date the cooperating teacher completed the training required in subsection (5) of
3 this section.

4 ~~[An ability to create a learning community that values and builds upon students' diverse~~
5 ~~cultures.]~~

6 Section 3. Admission to Student Teaching. In addition to the appropriate sections of the
7 National Council for Accreditation of Teacher Education (NCATE) standards which are
8 incorporated by reference in ~~[under]~~ 16 KAR 5:010, each educator preparation institution shall
9 determine minimum standards for admission to student teaching which shall include the
10 procedures established in this section. Admission to student teaching shall include a formal
11 application procedure for each teacher candidate.

12 (1) A record or report from a valid and current medical examination, which shall include
13 a tuberculosis (TB) risk assessment, ~~[have included a tuberculosis test,]~~ shall be placed on file
14 with the admissions committee.

15 (2) Prior to and during the student teaching experience, the teacher candidate shall adhere
16 to the Professional Code of Ethics for Kentucky School Personnel established in 16 KAR 1:020.

17 (3) Beginning September 1, 2013, prior to admission to student teaching each teacher
18 candidate shall complete a minimum of 200 clock hours of clinical experiences in a variety of
19 Primary – 12 school settings which allow the candidate to participate in the following:

20 (a) Engagement with diverse populations of students which include:

21 1. Students from a minimum of two (2) different ethnic or cultural groups of which the
22 candidate would not be considered a member;

1 2. Students from different socioeconomic groups;

2 3. English language learners;

3 4. Students with disabilities; and

4 5. Students from across elementary, middle school, and secondary grade levels;

5 (b) Observation in schools and related agencies;

6 (c) Student tutoring;

7 (d) Interaction with families of students;

8 (e) Attendance at school board and school-based council meetings;

9 (f) Participation in a school-based professional learning community; and

10 (g) Opportunities to assist teachers or other school professionals.

11 (4) The educator preparation program shall require the candidate to submit a log of all
12 clinical hours for review and confirmation that the candidate has fulfilled the clinical experiences
13 required in subsection (3) of this section.

14 (5) The educator preparation program shall maintain electronic records that confirm that
15 all candidates enrolled in student teaching after September 1, 2013, have fulfilled the clinical
16 experiences required in subsection (3) of this section.

17 Section 4. Cooperating teacher to student teacher ratio. ~~[Teacher-student Ratio.]~~ The ratio
18 of student teachers to cooperating teachers shall be one (1) to one (1).

Section 5. University [College] Supervisor. (1) The university [college] supervisor shall make periodic observations of the student teacher in the classroom and shall prepare a written report on each observation and share it with the student teacher.

(2) The observation reports shall be filed as a part of the student teacher record and ~~[also]~~ used as a validation of the supervisory function.

(3) A student teacher shall receive periodic and regular on-site observations and critiques of the actual teaching situation a minimum of four (4) times, excluding seminars and workshops.

(4) The university [college] supervisors shall be available to work with the student teacher and personnel in the cooperating school regarding any problems that may arise relating to the student teaching situation.

(5) The educator preparation program shall select a clinical faculty member to serve as a university supervisor who demonstrates the following:

(a) Effective classroom management techniques that promote an environment conducive to learning;

(b) Best practices for the delivery of effective instruction;

(c) Dispositions that contribute to the mentoring and development of a preservice educator;

(d) Knowledge and skills in the use of formative and summative assessments; and

(e) The ability to participate in a community of professionals committed to supporting the effective instructional practice of each student teacher.

1 (6) Beginning September 1, 2013, university supervisors shall receive training approved
2 by the Education Professional Standards Board and provided at no cost to the university
3 supervisor by the educator preparation institution which shall include the following components:

4 (a) Basic responsibilities of a university supervisor;

5 (b) Best practice in supporting the student teacher; and

6 (c) Effective assessment of the student teacher.

7 (7) Beginning September 1, 2013, educator preparation programs shall maintain a pool of
8 clinical faculty members who have met the requirements of this section.

9 Section 6. Professional Experience. (1) In addition to the appropriate NCATE standards
10 incorporated by reference under 16 KAR 5:010, the educator preparation institution shall provide
11 an opportunity for the student teacher to assume major responsibility for the full range of
12 teaching duties, including extended co-teaching experiences, in a real school situation under the
13 guidance of qualified personnel from the educator preparation institution and the cooperating
14 elementary, middle, or high school. ~~[In placing the student teachers in classroom settings,]~~ The
15 educator preparation program and the school district shall make reasonable efforts to place
16 student teachers in settings that provide opportunities for the student teacher to develop and
17 demonstrate the practical skills, knowledge, and professional dispositions essential to help all P-
18 12 students learn and develop.

19 (2) No student teacher shall be placed in a setting that is not consistent with his or her
20 planned certification content and grade range.

1 (3) Beginning September 1, 2013, the student teacher placement shall provide the student
2 teacher with the opportunity to engage with diverse populations of students.

3 (4) Beginning September 1, 2013, each educator preparation institution shall provide a
4 full professional semester to include a period of student teaching for a minimum of seventy (70)
5 full days, or equivalent, in instructional settings that correspond to the grade levels and content
6 areas of the student teacher's certification program.

7 (a) Candidates pursuing a P-12 certificate shall have their student teaching balanced
8 between an elementary placement and a secondary (middle or high) placement.

9 (b) Candidates pursuing an elementary certificate shall have their student teaching
10 balanced between a primary placement (P-3) and an intermediate (4-5) placement.

11 (c) Candidates seeking dual certification in either middle school or secondary content
12 areas shall have equal placements in both areas.

13 (5) Beginning September 1, 2013, the educator preparation program shall support the
14 student teacher's placement and classroom experiences by:

15 (a) Cooperating with the district in determining the specific placement of the student
16 teacher;

17 (b) Collaborating with the district to provide necessary program resources and expertise;

18 (c) Using multiple performance assessments to document the student teacher's ability to
19 support learning for all P-12 students;

20 (d) Requiring the use of technology by the student teacher to:

21 1. Enrich the learning of P-12 students; and

1 2. Support the student teacher's professional growth and communication;

2 (e) Providing opportunities for the student teacher to:

3 1. Engage in extended co-teaching experiences with an experienced teacher;

4 2. Engage in reflective self-assessment that informs practice;

5 3. Maintain regular professional conversations with experienced teachers other than the
6 cooperating teacher;

7 4. Participate in regular and extracurricular school activities;

8 5. Participate in professional decision making; and

9 6. Engage in collegial interaction and peer review with other student teachers.

10 (6) The educator preparation program may use the Kentucky Teacher Internship Program
11 Teacher Performance Assessment tasks in 16 KAR 7:010 Section 2, or a variation of these tasks,
12 may be used to meet the requirement specified in subsection (5) of this section.

13 (7) At no time shall a student teacher have responsibility for the supervision or instruction
14 of P-12 students without the direct supervision of a fully certified educator.

15 (8) A student teacher shall not be permitted to be employed within the school in which he
16 or she is assigned concurrent with student teaching.

17 (9) The educator preparation program shall maintain electronic records that confirm that
18 all students admitted after September 1, 2013, meet the requirements of this section.

19 ~~[experiences, situations, and challenges similar to those encountered by first year teachers.]~~

(2) ~~[Each educator preparation institution shall provide a full professional semester to include a period of student teaching for a minimum of twelve (12) weeks, full day, or equivalent, in school settings that correspond to the grade levels each and content area of the student teacher's certification program.]~~

Section 7. Compensation of Cooperating Teachers. (1) The Education Professional Standards Board may make arrangements with local school districts to compensate a cooperating teacher. ~~[shall contract with the local school district, or make other appropriate arrangements, for the direct service of a cooperating teacher to each student teacher.]~~

(2)(a) The educator preparation institution shall electronically submit a report of all cooperating teachers and their corresponding student teachers to the Education Professional Standards Board:

1. On or before October 15 for a cooperating teacher supervising a student teacher during the fall semester; or

2. On or before February 15 for a cooperating teacher supervising a student teacher during the spring semester.

(b) Each report shall include:

1. The number of contract weeks that the cooperating teacher is working with each student teacher for that semester;

2. The cooperating teacher's full name and Social Security ~~[certificate]~~ number;

3. The student teacher's full name, Social Security number, demographic data, and contact information;

4. The student teacher's preparation and certification area by assigned certification code;

1 5. The names ~~[and assigned codes]~~ of the school district and school ~~[district]~~ where the
2 cooperating teacher is employed and the student teaching requirement is being fulfilled. If the
3 certified cooperating teacher is employed in a nonpublic school which meets the state
4 performance standards as established in KRS 156.160 or which has been accredited by a regional
5 or national accrediting association, the institution shall submit the name~~[-, assigned code, and~~
6 ~~address]~~ of the school.

7 (c) If an educator preparation institution fails to provide the report by the date established
8 in paragraph (a) of this subsection, the Education Professional Standards Board shall not be
9 liable for payment under this administrative regulation.

10 (3)(a) Upon receipt of the report, the Education Professional Standards Board shall
11 contact each cooperating teacher by electronic mail with instructions on how to create and
12 electronically sign an electronic payment voucher. ~~[submit a "Cooperating Teacher Payment~~
13 ~~Voucher" to each cooperating teacher.]~~

14 (b) The electronic payment voucher~~[-, or its electronic equivalent if available,]~~ shall be
15 electronically signed by the cooperating teacher, building principal, and the college supervisor as
16 verification of the cooperating teacher's service to the student teacher and submitted to the
17 Education Professional Standards Board:-

18 ~~—— (c) To be eligible for compensation under this administrative regulation, the cooperating~~
19 ~~teacher shall submit the completed voucher to the Education Professional Standards Board:]~~

20 1. On or before December 15 ~~[for a cooperating teacher supervising a student teacher]~~
21 during the fall semester; or

22 2. On or before May 1 ~~[for a cooperating teacher supervising a student teacher]~~ during the
23 spring semester.

(c) [(4)] If a cooperating teacher fails to provide the completed electronic payment voucher[, or its electronic equivalent,] by the date established in paragraph (b) [(e)] of this subsection, the cooperating teacher shall not be eligible to receive any compensation available under this administrative regulation.

(4)[(a)] The payment to a cooperating teacher shall be determined based upon available funding allocated under the biennial budget bill and the total number of weeks served by all cooperating teachers reported for the fiscal year.

(b) The payment shall be allocated to a cooperating teacher based upon the number of weeks the teacher supervised a student teacher as reported in subsections (2) and (3) of this section.

(5) Payments to cooperating teachers shall be disbursed to the school districts or to cooperating teachers in nonpublic schools by the Education Professional Standards Board:

(a) On an annual basis; and

(b) On or before June 30 [15].

(6) [~~Compensation to cooperating teachers shall be provided under this administrative regulation if state funds are appropriated for this purpose.~~] Any payment of state funds under this administrative regulation shall:

(a) Be a supplement to the compensation provided by an educator preparation institution to a cooperating teacher who is supervising an institution's student teacher; and

(b) Not supplant the educator preparation institutions' compensation responsibility.

[~~Section 8. Incorporation by Reference. (1) "Cooperating Teacher Payment Voucher", revised 7/2000, is incorporated by reference.~~]

1 ~~—— (2) This material may be inspected, copied, or obtained, subject to applicable copyright~~
2 ~~law, at the Education Professional Standards Board, 100 Airport Road, 3rd Floor, Frankfort,~~
3 ~~Kentucky 40601, Monday through Friday, 8 a.m. to 4:30 p.m.]~~

DRAFT

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Information/Discussion Item F

Information Item:

Teacher Preparation Program Entrance Exam

Applicable Statutes and Regulations:

KRS 161.028

16 KAR 5:020

Applicable Goal:

Goal 1: Every approved educator preparation program meets or exceeds all accreditation standards and prepares knowledgeable, capable teachers and administrators who demonstrate effectiveness in helping all students reach educational achievement.

Goal 2: Every professional position in a Kentucky public school is staffed by a properly credentialed educator.

Background:

In January 2010, the Committee to Review Admissions and Clinical Experiences (CRACE) was established by the Education Professional Standards Board (EPSB) to explore best practices regarding admissions and clinical experiences for teacher candidates and to provide recommendations to the EPSB on ways to incorporate these best practices into all of Kentucky's accredited teacher preparation programs.

One of the objectives of the committee was *“determining, prior to admission to a preparation program, that all new teacher candidates have adequate skills in math and writing.”* CRACE reviewed various research literature, current admissions requirements and regulations, and discussed options for attracting quality candidates to the teaching profession. CRACE also met with staff from the Division of Professional Learning and Assessment regarding Praxis I. After further discussion, the committee agreed that while the current entrance exams, such as Praxis I, do provide information on teacher candidates' basic skill level in reading, writing, and math, an assessment aligned to the common core college and career readiness standards would be a more appropriate measure for determining whether those entering teacher preparation programs have adequate skills in math and writing. In August 2010, CRACE brought discussion items and recommendations for change in current regulations and policy to the EPSB for approval.

EPSB staff then began to explore the possibility of having an outside vendor develop an appropriate entrance exam. In February 2011 EPSB staff posted a Request for Information (RFI) for a teacher preparation program entrance exam. This RFI contained preliminary information to serve as a platform for reaction and discussion with the vendor community and to allow EPSB to do budget planning for the future. After reviewing responses to the RFI, staff agreed that the information provided by the Educational Testing Service (ETS) warranted further discussion. Therefore, staff invited ETS to present to the Board further information.

Agenda Book

A discussion guide and other information regarding the test and current entrance requirements are being presented for the Board's discussion at this time.

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Executive Director

Date:

May 16, 2011

Teacher Preparation Program Entrance Exam A Discussion Guide for the EPSB

May 16, 2011

What is the EPSB looking for in an entrance exam?

The Test:

- addresses the areas of math, reading, and writing
- aligns to Kentucky college and career readiness standards developed by the multi-state consortium;
- meets the needs and goals of EPSB and teacher preparation institutions;
- is provided in paper/pencil and/or online administration; and,
- is not cost burdensome to an aspiring educator.

What are the key questions to be answered as we deliberate a new entrance exam?

Test Development:

- What is the anticipated plan of development, such as timeline, agencies, groups, organizations, and individuals included in process?
- What is the anticipated plan of approach for administration, such as registration process, test dates, examinee fee, test sites, reporting schedule, etc.?
- What will be the method and availability of a Customer/Technical Support System?

Administration:

- What is the mode and schedule of the following?
 - Test delivery
 - Admissions tickets (notification of testing date, time, and location)
 - Individual, institutional, and state score reporting
- What are the Kentucky (and surrounding area) test site locations?
- What are the plans for increasing computer-based testing (CBT) sites in Kentucky?
- What is the retake policy:
 - How often may a candidate retake a test?
 - How much time must a candidate wait prior to retaking a test?
 - May a candidate retake only one section?
 - What is the cost for retaking one section?

Maintenance:

- What is the anticipated plan of approach for review and maintenance, such as review schedule and agencies, groups, organizations, and individuals included in review process?

Reporting:

- Will ETS provide both subcategory and composite scores?
- Will reports be provided in the same format as currently provided for the Praxis II?
 - Individual Summary Reports via ScoreLink
 - National Summary Report (Results for each examinee disaggregated by gender, ethnicity, education, etc. for any and all examinees who took the test within the United States)
 - State Summary Report (Results for each examinee disaggregated per higher education institution by gender, ethnicity, education, etc. for any and all examinees who took the test within Kentucky. This report also reflects candidates who took the test outside of Kentucky but who identified a Kentucky teacher preparation program as their attending institution.)
 - Pass Rate Summary per preparation program, which shows the breakdown of performance within each category of the test for each institution, disaggregated by gender and ethnicity.

Other:

- Based on the test development timeline and Kentucky's regulatory schedule, what would be the anticipated effective date of the new test?
- What will be our plan of approach for entrance requirements between now and when the new test is developed and implemented into regulation?

What EPSB regulation governs entrance requirements?

16 KAR 5:020. Standards for admission to educator preparation.

RELATES TO: KRS 161.020, 161.028, 161.030

STATUTORY AUTHORITY: KRS 161.028, 161.030

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028(1)(b) requires that an educator preparation institution be approved for offering the preparation program corresponding to a particular certificate on the basis of standards and procedures established by the Education Professional Standards Board. KRS 161.030 requires that a certificate shall be issued to a person who has completed a program approved by the Education Professional Standards Board. This administrative regulation establishes the standards for admission to an educator preparation program.

Section 1. Selection and Admission to Educator Preparation Programs. (1) In addition to appropriate National Council for Accreditation of Teacher Education standards incorporated under 16 KAR 5:010, each educator preparation institution shall develop and publish a plan of selection and admission of candidates for the educator preparation program, which shall include:

- (a) Tests to measure general academic proficiency;
- (b) An evaluation of the candidate's disposition for the education profession; and

(c) Affirmation that candidates are provided a review of the Professional Code of Ethics for Kentucky School Certified Personnel established in 16 KAR 1:020, to ascertain awareness, knowledge, and commitment as required for state educator certification.

(2) The educator preparation institution shall file the plan with the Education Professional Standards Board.

Section 2. Tests to Measure General Academic Proficiency. (1) The educator preparation institution shall determine whether each candidate exhibits an acceptable level of competency in oral and written communication as an admission requirement.

(2) A candidate who plans to apply for admission to an educator preparation program shall provide to the teacher education institution official scores of tests to measure general academic proficiency. A person shall not be permitted to apply for admission to a preparation program leading to certification as an educator without first providing evidence of meeting the general academic proficiency requirement.

(3) The educator preparation institution shall select the means of evidence for meeting the general academic proficiency requirement, which may include a combination of:

(a) College admission exams;

(b) Praxis I exams administered by the Educational Testing Service;

(c) Other assessments; or

(d) Grade point average.

Section 3. (1) An educator preparation unit identified as "low performing" or "at risk of low performing" pursuant to 16 KAR 5:010 shall implement one (1) or more of the following assessment plans for candidate admission:

(a) Plan I. A minimum composite score of 21 on the American College Test (ACT);

(b) Plan II. PreProfessional Skills Test (PPST) results, with the following minimum scores:

1. Reading 173;

2. Mathematics 173; and

3. Writing 172;

(c) Plan III. Graduate Record Examination (GRE) General Tests. Each educator preparation institution shall establish a minimum passing score on the GRE as a measurement of verbal reasoning, quantitative reasoning, and analytical writing skills for admission when the entry into the educator preparation program is at the graduate level; or

(d) Plan IV. SAT with, a minimum composite score of 1470.

(2)(a) An educator preparation unit identified as "low performing" or "at risk of low performing" pursuant to 16 KAR 5:010 shall require a candidate to obtain a cumulative grade point average of 2.50 on a 4.0 scale for admission to an educator preparation program.

(b) A candidate who does not meet the grade point average established in paragraph (a) of this subsection shall possess a grade point average of 3.0 on a 4.0 scale on the last sixty (60) hours of credit completed, including undergraduate and graduate coursework, for admission to an educator preparation program.

Section 4. Annual Report. Each educator preparation unit shall submit an electronic report annually to the Education Professional Standards Board, that includes the following program data on candidates admitted to educator preparation programs:

Agenda Book

- (1) The candidate's Education Professional Standards Board Person Identifier;
- (2) The candidate's Student School Identification number;
- (3) The candidate's Social Security number;
- (4) The candidate's full name;
- (5) The candidate's birth date;
- (6) The candidate's Email Address;
- (7) The candidate's present home mailing address;
- (8) The candidate's permanent home mailing address;
- (9) The candidate's phone number;
- (10) The candidate's admission date;
- (11) the candidate's grade point average; and
- (12) The candidate's total hours prior to admission to the institution's educator preparation program. (23 Ky.R. 2362; Am. 3354; eff. 3-6-97; 24 Ky.R. 1958; 2375; eff. 5-18-98; 25 Ky.R. 910; 1357; eff. 12-3-98; 28 Ky.R. 2076; 2346; eff. 5-16-2002; recodified as 704 KAR 20:700, 7-2-02; 35 Ky.R. 77; Am. 758; eff. 9-8-08.)

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Information/Discussion Item G

Information Item:

Report of the committee to ensure the alignment between the Kentucky Teacher Internship Program (KTIP) and SB 1

Applicable Statutes and Regulation:

KRS 161.030

KRS 158.6453, Chapter 101, Section 2

Applicable Goal:

Goal 4: Every credentialed educator participates in a high quality induction into the profession and approved educational advancement programs that support effectiveness in helping all students achieve.

Background:

SB1 mandated changes to KRS 158.6483, which requires the Education Professional Standards Board (EPSB), in cooperation with the Kentucky Board of Education and the Council on Postsecondary Education, to coordinate information and training sessions for faculty and staff in all teacher preparation programs in the use of the revised academic content standards. The EPSB shall ensure that each teacher preparation program includes use of the academic standards in the pre-service education programs and that all teacher interns after the effective date of this Act will have experience planning classroom instruction based on the revised standards.

In October of 2010, the EPSB appointed a committee to review all KTIP documents, ensuring the alignment with the new standards. The committee met via face-to-face sessions and through email communications, providing improvements and alignment of the SB1 mandates to the Teacher Performance Assessment (TPA) Handbook and KTIP training documents. The Kentucky Advisory Council for Internship (KACI) and other constituents also reviewed the work of the committee and provided additional suggestions and support. The following list highlights changes to the TPA Handbook:

1. Incorporation of the language *Kentucky Core Academic Standards* within the tasks
2. Reconstruction of tasks to ensure emphasis on formative and summative assessments
3. Reconstruction of task questions focusing on an intern's ability to reflect on instructional practices
4. A more clearly defined process of organizing the TPA notebook
5. Additional examples within the guidelines created using the Kentucky Core Academic Standards.
6. Removal of items that are no longer a part of KY's curriculum documents, i.e. DOK
7. A more clearly defined relationship among the tasks in Components I and II to the Instructional Unit (Component III)

The following changes in the training documents are being implemented:

Agenda Book

1. Emphasis placed on resource documents outlining the role and responsibilities of each of the committee members
2. Additional resources added to the training module for committee members (all training documents are available on the EPSB Website)
3. Creation of a KTIP update training module to be used for all committee members through Live Meeting
4. Stronger emphasis placed on the instructional unit and its alignment to the tasks completed earlier in the internship (Components I and II).

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May 16, 2011

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item A

Action Item:

KRS 161.030 and 16 KAR 7:030. Kentucky Teacher Internship Program and funding scenario

Applicable Statutes and Regulation:

KRS 161.017 (1) (e)

KRS 161.030 (7)

16 KAR 7:030

Applicable Goal:

Goal 5: The EPSB shall be managed for both effectiveness and efficiency, fully complying with all statutes, regulations, and established federal, state, and agency policies.

Issue:

Should the Education Professional Standards Board (EPSB) approve the allocation of FY 2012 funds for administering the Kentucky Teacher Internship Program based upon the proposed funding scenario?

Background:

For the past three years, because there were budget cuts across the board, EPSB has not been able to pull funds from other areas of our budget to subsidize the KTIP program. Limitations were set on the number of interns that could be served and the funds available for resource teachers, teacher educators, substitute teachers, and other necessary expenditures.

Included in the materials under separate cover is a recommended funding scenario for KTIP for 2012. As a part of that approval, the EPSB will set the resource teachers' stipend and hours of out-of-class service, the rate to be paid to universities for teacher educator services, and the maximum number of teachers that can be funded with KTIP funds in 2012. In this proposal the resource teacher stipend would remain at an hourly rate of \$28 per hour for 40 hours in consultation with the intern outside the regular classroom. This would result in a resource teacher stipend of \$1,120 per intern. The EPSB is able to reduce the number of out-of-class hours from 50 to 40 hours due to notwithstanding language included in the 2011-2012 biennial budget. The university funding per intern remains the same at \$263, allowing the EPSB to enroll a maximum of 2,472 into KTIP.

Alternative Actions:

1. Approve the recommended funding scenario that sets the resource teacher stipend to \$1,120 per intern based on \$28 per hour for 40 hours, the rate to be paid for institution services to \$263 per intern, and the maximum number of interns to be funded at 2,472.
2. Modify the 2012 KTIP funding request and approve the plan with modifications.
3. Do not approve the funding scenario.

Staff Recommendation:

Alternative 1

Rationale:

EPSB staff is requesting approval of the allocation of KTIP funds for fiscal year 2012. This allocation will allow staff to communicate to universities and districts the amount of the resource teacher stipend, the number of hours for resource teacher consulting services, the allocation of funds to university services, and the maximum number of interns to be funded. It will also allow EPSB to move forward with contracts for FY 2012.

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**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item B

Action Item:

Amendment to 16 KAR 2:010. Kentucky teaching certificates

Applicable Statutes and Regulation:

KRS Chapter 13A, KRS 161.020, 161.028, and KRS 161.030

Applicable Goal:

Goal 2: Every professional position in a Kentucky public school is staffed by a properly credentialed educator.

Issue:

Should the EPSB approve the proposed amendments to 16 KAR 2:010?

Background:

During the amendment process for 16 KAR 3:050, staff discovered that the current TC-1 form revised in October of 2005 was not incorporated by reference in 16 KAR 2:010. 16 KAR 3:050 refers to the TC-1 and states that it is incorporated by reference in 16 KAR 2:010.

16 KAR 2:010 references the April 2004 version of the TC-1; therefore, in order to eliminate any confusion, the regulation must be amended to incorporate the current October 2005 edition currently in use in the Division of Certification.

While staff members were reviewing the regulation, it was discovered that the endorsement for literacy specialist, primary through grade 12 was the only endorsement which required a master's degree. Specifically, the endorsement required a master's degree in reading or literacy. The amendment would remove the master's requirement to ensure that the literacy specialist endorsement is consistent with the other endorsements.

At the March 7, 2011 board meeting, staff requested the EPSB to amend the regulation to incorporate by reference the TC-1 form revised in October of 2005 and to eliminate the master's degree requirement for the literacy specialist endorsement. After discussion at the meeting, the EPSB decided to make the changes, which are now incorporated in the proposed amendment.

Alternative Actions:

1. Approve the amendments to 16 KAR 2:010.
2. Modify and approve amendments to 16 KAR 2:010.
3. Do not approve the amendments to 16 KAR 2:010.

Staff Recommendation:

Alternative Action 1

Rationale:

These amendments will ensure that all of the regulations incorporate the most recent certification forms and that all endorsements are consistent in educational requirements.

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May 16, 2011

1 **EDUCATION PROFESSIONAL STANDARDS BOARD**

2 **(Amendment)**

3 **16 KAR 2:010. Kentucky teaching certificates.**

4 RELATES TO: KRS 158.6451, 161.020, 161.028(1), 161.030

5 STATUTORY AUTHORITY: KRS 161.028(1)(a), (b), (f), 161.030

6 NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028(1)(a) requires the
7 Education Professional Standards Board to establish the standards for obtaining and maintaining
8 a teaching certificate. KRS 161.028(1)(b) requires the board to set standards for programs for the
9 preparation of teachers and other professional school personnel. KRS 161.028(1)(f) requires the
10 board to issue and renew any certificate. This administrative regulation establishes the Kentucky
11 certification to be issued for teaching positions.

12 Section 1. Definitions. (1) "Approved program of preparation" means a program which has
13 been approved by the Education Professional Standards Board under 16 KAR 5:010 for a
14 specific certification or which has been approved for certification by the state education agency
15 of another state.

16 (2) "Assessments" means the tests of knowledge and skills authorized by KRS 161.030 and
17 established in 16 KAR 6:010.

18 (3) "Base certificate" means a stand-alone license to teach which encompasses authorization
19 to teach introductory and interdisciplinary courses in related fields.

20 (4) "Beginning teacher internship" means one (1) year of supervision, assistance, and
21 assessment required by KRS 161.030 and established in 16 KAR 7:010.

22 (5) "Certificate endorsement" means an addition to a base or restricted base certificate, which
23 is limited in scope and awarded on the basis of completion of an endorsement program or a

1 combination of educational requirements, assessments and experience as outlined in Section 5 of
2 this administrative regulation.

3 (6) "Certificate extension" means an additional base or restricted base certificate in a content
4 area or grade range.

5 (7) "Kentucky teacher standards" means the standards established in 16 KAR 1:010 that
6 identify what a Kentucky teacher shall know and be able to do.

7 (8) "Major" means an academic area of concentration consisting of at least thirty (30) hours
8 of coursework.

9 (9) "Professional teaching certificate" means the document issued to:

10 (a) An individual upon successful completion of the beginning teacher internship; or

11 (b) An applicant for whom the testing and internship requirement is waived under KRS
12 161.030 based on preparation and experience completed outside Kentucky.

13 (10) "Provisional teaching certificate" means the document issued to an individual for the
14 duration of the beginning teacher internship program.

15 (11) "Restricted base certificate" means a stand-alone license to teach in a specific subject
16 area of certification which is the only subject area that can be taught under this limited
17 certificate.

18 (12) "Statement of eligibility" means the document issued to an applicant upon completion of
19 an approved program of preparation and successful completion of the assessments.

20 Section 2. Certificate Issuance. (1) A statement of eligibility for a provisional teaching
21 certificate shall be issued to an applicant who has submitted a completed TC-1 application form
22 and has successfully completed:

23 (a)1. At least a bachelor's degree with:

- 1 a. A cumulative grade point average of 2.50 on a 4.0 scale; or
- 2 b. A grade point average of 3.00 on a 4.0 scale on the last sixty (60) hours of credit
- 3 completed, including undergraduate and graduate coursework; or
- 4 2. As required by Section 4(2)(g)6 or (4)(e) of this administrative regulation, a master's
- 5 degree with:
- 6 a. A cumulative grade point average of 2.50 on a 4.0 scale; or
- 7 b. A grade point average of 3.00 on a 4.0 scale on the last sixty (60) hours of credit
- 8 completed, including undergraduate and graduate coursework;
- 9 (b) An approved program of preparation; and
- 10 (c) The assessments corresponding to the certificate identified in Section 4 of this
- 11 administrative regulation for which application is being made.
- 12 (2) Upon confirmation of employment in an assignment for the grade level and specialization
- 13 identified on a valid statement of eligibility, a Provisional Teaching Certificate shall be issued
- 14 for the duration of the beginning teacher internship established under KRS 161.030.
- 15 (3) Upon successful completion of the internship, a Professional Teaching Certificate shall be
- 16 issued, valid for a four (4) year period.
- 17 Section 3. Professional Teaching Certificate Renewal. (1) The renewal shall require
- 18 completion of a fifth-year program of preparation which is consistent with:
- 19 (a) The Kentucky teacher standards established in 16 KAR 1:010; or
- 20 (b) The standards adopted by the Education Professional Standards Board for a particular
- 21 professional education specialty and established in an applicable administrative regulation in
- 22 KAR Title 16.
- 23 (2) The first five (5) year renewal shall require:

(a) Completion of a minimum of fifteen (15) semester hours of graduate credit applicable to the fifth-year program established in 16 KAR 8:020 by September 1 of the year of expiration of the certificate; or

(b) Completion of the required components of the continuing education option for initial certificate renewal as established in 16 KAR 8:030.

(3) The second five (5) year renewal shall require:

(a) Completion of the fifth-year program established in 16 KAR 8:020 by September 1 of the year of expiration of the certificate; or

(b) Successful completion of the continuing education option as established in 16 KAR 8:030.

(4) Each subsequent five (5) year renewal shall require completion of the renewal requirements established in 16 KAR 4:060.

Section 4. Grade Levels and Specializations. (1) Preparation for a teaching certificate shall be based on:

(a) The Kentucky teacher standards established in 16 KAR 1:010;

(b) The accreditation and program approval standards established in 16 KAR 5:010, including the content standards of the relevant national specialty program associations; and

(c) The goals for the schools of the Commonwealth specified in KRS 158.6451 and the student academic expectations established in 703 KAR 4:060.

(2) A base certificate shall be issued specifying one (1) or more of the following grade level and specialization authorizations:

(a) Interdisciplinary early childhood education, birth to primary, established in 16 KAR 2:040;

(b) Elementary school: primary through grade 5 to include preparation in the academic disciplines taught in the elementary school.

1. The elementary certificate shall be valid for teaching grade 6 if grade 6 is taught in a self-contained classroom or in a school organization in which grade 6 is housed with grade 5 in the same building.

2. A candidate for the elementary certificate may simultaneously prepare for certification for teaching exceptional children.

(c)1. Middle school option 1: grades 5 through 9 with the equivalent of one (1) major to be selected from:

a. English and communications;

b. Mathematics;

c. Science; or

d. Social studies;

2. Middle school option 2: grades 5 through 9 with 2 middle school teaching fields to be selected from:

a. English and communications;

b. Mathematics;

c. Science; or

d. Social studies;

3. The grades 5 through 9 mathematics certificate shall be valid for teaching Algebra I grades 10 and 11.

4. A candidate who chooses to simultaneously prepare for teaching in the middle school and for an additional base or restricted base certificate issued under this subsection or subsection (3)

of this section, including certification for teaching exceptional children, shall be required to complete one (1) middle school teaching field;

(d) Secondary school: grades 8 through 12 with one (1) or more of the following majors:

1. English;

2. Mathematics;

3. Social studies;

4. Biology;

5. Chemistry;

6. Physics; or

7. Earth science;

(e) Grades 5 through 12 with one (1) or more of the following majors:

1. Agriculture;

2. Business and marketing education;

3. Family and consumer science;

4. Industrial education; or

5. Engineering and technology;

(f) All grade levels with one (1) or more of the following specialties:

1. Art;

2. A foreign language;

3. Health;

4. Physical education;

5. Integrated music;

6. Vocal music;

1 7. Instrumental music; or

2 8. School media librarian; or

3 (g) Grades primary through 12 for teaching exceptional children and for collaborating with
4 teachers to design and deliver programs for preprimary children, for one (1) or more of the
5 following disabilities:

6 1. Learning and behavior disorders;

7 2. Moderate and severe disabilities;

8 3. Hearing impaired;

9 4. Hearing impaired with sign proficiency;

10 5. Visually impaired;

11 6. Communication disorders, valid at all grade levels for the instruction of exceptional
12 children and youth with communication disorders, which shall require a master's degree in
13 communication or speech language pathology, in accordance with 16 KAR 2:050, Section 2; or

14 7. Communication disorders - SLPA only, valid at all grade levels for the instruction of
15 exceptional children and youth with communication disorders, which shall require a
16 baccalaureate degree in communication or speech language pathology, in accordance with 16
17 KAR 2:050, Section 3.

18 (3) A restricted base certificate shall be issued specifying one (1) or more of the following
19 grade level and specialization authorizations:

20 (a) Psychology, grades 8-12;

21 (b) Sociology, grades 8 through 12;

22 (c) Journalism, grades 8 through 12;

23 (d) Speech/media communications, grades 8-12;

(e) Theater, primary through grade 12;

(f) Dance, primary through grade 12;

(g) Computer information systems, primary through grade 12; or

(h) English as a second language, primary through grade 12.

(4) An endorsement to certificates identified in subsection (2) or (3) of this section shall be issued specifying one (1) or more of the following grade level and specialization authorizations:

(a) Computer science, grades 8-12;

(b) English as second language, primary through grade twelve (12);

(c) Gifted education, primary through grade 12;

(d) Driver education, grades 8-12;

(e) Literacy specialist, primary through grade 12~~[, which shall require a master's degree in reading or literacy]~~;

(f) Reading, primary through grade 12;

(g) Instructional computer technology, primary through grade twelve (12);

(h) Teacher Leader, all grades;

(i) Other instructional services - school safety, primary through grade twelve (12);

(j) Other instructional services - environmental education, primary through grade 12;

(k) Other instructional services - elementary mathematics specialist, primary through grade 5;

(l) Learning and behavior disorders, grades eight (8) through twelve (12).

1. This endorsement shall be issued following completion of the requirements of Section 5(2) of this administrative regulation; and

2. This endorsement shall only be issued to candidates with preparation and certification for a base or restricted base certificate for the secondary grades 8-12; or

(m) American Sign Language, primary through grade 12.

Section 5. Additional Certification. (1) A certificate extension may be issued for any base or restricted base certificate area offered in Section 4(2) or (3) of this administrative regulation and shall require:

(a) A valid base or restricted base certificate, including a statement of eligibility;

(b) Successful completion of the applicable assessments; and

(c) Recommendation from an approved preparation program upon demonstration of competency in the relevant teaching methodology verified via coursework, field experience, portfolio, or other proficiency evaluation.

(2) A certificate endorsement may be issued for any area listed in Section 4(4) of this administrative regulation and shall require:

(a) A valid base or restricted base certificate, including a statement of eligibility;

(b) Successful completion of the applicable assessments; and

(c) Recommendation from an approved preparation program.

(3)(a) A professionally-certified teacher may add a certificate endorsement or extension if the teacher meets the requirements established in paragraph (b) of this subsection.

(b) A certificate extension or certificate endorsement shall be issued if an educator submits a completed TC-HQ application and:

1. Holds a valid Kentucky professional teaching certificate;

2.a. Current employment in a certified position;

b. Has a bona fide offer of employment in a certified position in a Kentucky public school; or

c. Approval of the local district superintendent;

3. Successfully completed the applicable content assessments; and

4. Has either:

a. A declared major in the area of certification being sought; or

b. A combination of education, experience, professional development, awards and achievements in the area of certification being sought sufficient to demonstrate subject matter competency as evidenced by a score of ninety (90) points on the index contained within the application form, TC-HQ.

i. Points shall be granted only for experience, professional development, awards or achievements earned relative to the specific content area, student population taught, and grade range served.

ii. Coursework shall be validated on the application by a Kentucky college or university approved by the EPSB to serve as a "clearinghouse" for the purposes of this option.

iii. Successful completion of the appropriate content assessment or assessments for the certificate area being added shall count for forty-five (45) points.

(4) If a teacher currently holds a professional certificate in the secondary grades 8-12, and applies for a certificate extension or endorsement in the same content area for middle school grades 5-9, the teacher shall not be required to complete the content assessment.

(5) A certificate extension or endorsement issued under the requirements established in subsection (3)(b) of this section shall be permitted in the areas of English, mathematics, sciences, foreign languages, or social studies. Health and physical education areas shall be added only if the teacher holds the correlative certificate.

Section 6. A candidate pursuing certification via an alternative route to certification shall receive the same certificates delineated in Section 4 of this administrative regulation following completion of the appropriate requirements specific to each alternative route.

1 Section 7. Application for certification or additional certification shall be made on Form TC-
2 1 and shall be accompanied by the fees required by 16 KAR 4:040.

3 Section 8. Incorporation by Reference. (1) The following material is incorporated by
4 reference:

5 (a) Form TC-1, rev. 10/05 [~~4/2004~~], Education Professional Standards Board; and

6 (b) Form TC-HQ, edition 10/2009, Education Professional Standards Board.

7 (2) This material may be inspected, copied, or obtained, subject to applicable copyright law,
8 at the Education Professional Standards Board, 100 Airport Road, 3rd Floor, Frankfort,
9 Kentucky 40601, Monday through Friday, 8 a.m. to 4:30 p.m.

DRAFT

Date

Lorraine Williams, Chairperson
Education Professional Standards Board

DRAFT

PUBLIC HEARING AND PUBLIC COMMENT PERIOD: A public hearing on this administrative regulation shall be held on July 29, 2011 at 9:00 a.m. at the offices of the Education Professional Standards Board, 100 Airport Road, 3rd Floor, Conference Room A, Frankfort, Kentucky 40601. Individuals interested in being heard at this hearing shall notify this agency in writing five workdays prior to the hearing, of their intent to attend. If no notification of intent to attend the hearing is received by that date, the hearing may be canceled. This hearing is open to the public. Any person who wishes to be heard will be given an opportunity to comment on the proposed administrative regulation. A transcript of the public hearing will not be made unless a written request for a transcript is made. If you do not wish to be heard at the public hearing, you may submit written comments on the proposed administrative regulation. Written comments shall be accepted until August 1, 2011. Send written notification of intent to be heard at the public hearing or written comments on the proposed administrative regulation to the contact person.

Contact person: Alicia A. Sneed, Director of Legal Services
Education Professional Standards Board
100 Airport Road, Third Floor
Frankfort, KY 40601
(502) 564-4606
FAX: (502) 564-7080

REGULATORY IMPACT ANALYSIS AND TIERING STATEMENT

Regulation #: 16 KAR 2:010

Contact Person: Alicia A. Sneed, Director of Legal Services

(1) Provide a brief summary of:

(a) What this administrative regulation does: This administrative regulation establishes the Kentucky certification to be issued for teaching positions.

(b) The necessity of this administrative regulation: This administrative regulation is necessary to provide notice to certification candidates of the requirements for obtaining and maintaining a teaching certificate.

(c) How this administrative regulation conforms to the content of the authorizing statutes: KRS 161.028(1)(a) requires the Education Professional Standards Board to establish standards and requirements for obtaining and maintaining a teaching certificate. KRS 161.028(1)(b) requires the board to set standards for programs for the preparation of teachers and other professional school personnel. KRS 161.028(1)(f) requires the board to issue and renew any certificate.

(d) How this administrative regulation currently assists or will assist in the effective administration of the statutes: This administrative regulation lists the requirements for obtaining and maintaining a teaching certificate in Kentucky.

(2) If this is an amendment to an existing administrative regulation, provide a brief summary of:

(a) How the amendment will change this existing administrative regulation: This amendment removes the master's degree requirement for the literacy specialist endorsement and incorporates the TC-1 form revised in October, 2005 by reference.

(b) The necessity of the amendment to this administrative regulation: This amendment is necessary to ensure that the educational requirements for certificate endorsements are consistent, and to insure that the most recent application forms are used.

(c) How the amendment conforms to the content of the authorizing statutes: The authorizing statutes, KRS 161.020, 161.028, and 161.030, govern the certification of professional school personnel and grant the Education Professional Standards Board certification authority and the responsibility for establishing the requirements for obtaining and maintaining a

certificate. This amendment establishes the requirements for obtaining and maintaining a teaching certificate.

(d) How the amendment will assist in the effective administration of the statutes: This amendment removes the master's degree requirement for the literacy specialist endorsement, bringing it in line with the other endorsements listed in the regulation. The amendment also ensures that the TC-1 form used by applicants is the most current one available.

(3) List the type and number of individuals, businesses, organizations, or state and local governments affected by this administrative regulation: 174 Kentucky school districts, 30 educator preparation programs, and candidates for teacher certification.

(4) Provide an analysis of how the entities identified in question (3) will be impacted by either the implementation of this administrative regulation, if new, or by the change, if it is an amendment, including:

(a) List the actions that each of the regulated entities identified in question (3) will have to take to comply with this administrative regulation or amendment: The school districts will not be required to take any additional action. The educator preparation programs will not need to take any additional action. Applicants will need to continue to refer to this regulation or the Education Professional Standards board website for current certification requirements.

(b) In complying with this administrative regulation or amendment, how much will it cost each of the entities identified in question (3): There will be no cost to any of the entities identified in question (3).

(c) As a result of compliance, what benefits will accrue to the entities identified in question (3): The school districts will have a larger pool of qualified applicants from which to choose for literacy specialist positions.

(5) Provide an estimate of how much it will cost the administrative body to implement this administrative regulation:

(a) Initially: None

(b) On a continuing basis: None

(6) What is the source of the funding to be used for the implementation and enforcement of this administrative regulation: State General Fund

(7) Provide an assessment of whether an increase in fees or funding will be necessary to implement this administrative regulation, if new, or by the change if it is an amendment: No increase in fees or funding will be necessary to implement this administrative regulation.

(8) State whether or not this administrative regulation established any fees or directly or indirectly increased any fees: This administrative regulation does not establish any fees, or directly or indirectly increase fees.

(9) TIERING: Is tiering applied? (Explain why or why not) NO, tiering does not apply since all candidates for certification will be held to the same standard.

DRAFT

FISCAL NOTE ON STATE OR LOCAL GOVERNMENT

Regulation No. 16 KAR 2:010

Contact Person: Alicia Sneed

1. Does this administrative regulation relate to any program, service, or requirements of a state or local government (including cities, counties, fire departments, or school districts)?

Yes X No _____

If yes, complete questions 2-4.

2. What units, parts or divisions of state or local government (including cities, counties, fire departments, or school districts) will be impacted by this administrative regulation? School districts, regional universities, and the Education Professional Standards Board.

3. Identify each state or federal statute or federal regulation that requires or authorizes the action taken by the administrative regulation. KRS 161.028(1) and KRS 161.030

4. Estimate the effect of this administrative regulation on the expenditures and revenues of a state or local government agency (including cities, counties, fire departments, or school districts) for the first full year the administrative regulation is to be in effect. There should be none.

(a) How much revenue will this administrative regulation generate for the state or local government (including cities, counties, fire departments, or school districts) for the first year? There should be no revenue generated.

(b) How much revenue will this administrative regulation generate for the state or local government (including cities, counties, fire departments, or school districts) for subsequent years? There should be no revenue generated.

(c) How much will it cost to administer this program for the first year? There should be no cost to administer this program.

(d) How much will it cost to administer this program for subsequent years? There should be no cost to administer this program in the future.

Note: If specific dollar estimates cannot be determined, provide a brief narrative to explain the fiscal impact of the administrative regulation.

Revenues (+/-):

Expenditures (+/-):

Other Explanation: This is not a fee generating or a revenue costing regulation, but merely establishes the certification requirements for teacher candidates to obtain certification.

Summary of Material Incorporated by Reference

Form TC-1, 10/05

This is a six (6) page application form to be completed by an institution of higher education and an applicant who seeks a probationary teaching certificate. Changes made to the previous form were the to update the address of the Education Professional Standards Board and to request the applicant's email address.

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item C

Action Item:

Amendment to 16 KAR 4:060. Certificate renewals and successful teaching experience.

Applicable Statutes and Regulation:

KRS Chapter 13A, KRS 161.020, 161.028, and KRS 161.030

Applicable Goal:

Goal 2: Every professional position in a Kentucky public school is staffed by a properly credentialed educator.

Issue:

Should the EPSB approve the proposed amendments to 16 KAR 2:010?

Background:

During the amendment process for 16 KAR 3:050, staff discovered that the current TC-2 form revised in October of 2003 was not incorporated by reference in 16 KAR 4:060. 16 KAR 3:050 references the TC-2 and states that it is incorporated by reference in 16 KAR 4:060.

16 KAR 4:060 references the September 2000 version of the TC-2; therefore, in order to avoid any confusion, the regulation must be amended to incorporate the current October 2003 edition currently in use in the Division of Certification.

At the March 7, 2011 board meeting, staff requested the EPSB to amend the regulation to incorporate by reference the TC-2 form revised in October of 2003. After discussion at the meeting, the EPSB decided to make the amendment. That change is now incorporated in the proposed amendment.

Alternative Actions:

1. Approve the amendments to 16 KAR 2:010.
2. Modify and approve amendments to 16 KAR 2:010.
3. Do not approve the amendments to 16 KAR 2:010.

Staff Recommendation:

Alternative Action 1

Rationale:

These amendments will ensure that all regulations incorporate the most recent certification forms and that all applicants and the Education Professional Standards Board staff use the proper forms.

Contact Person:

Ms. Alicia A. Sneed, Director
Division of Legal Services
(502) 564-4606
E-mail: alicia.sneed@ky.gov

Executive Director

Date:

May 16, 2011

1 **EDUCATION PROFESSIONAL STANDARDS BOARD**

2 **(Amendment)**

3 **16 KAR 4:060. Certificate renewals and successful teaching experience.**

4 RELATES TO: KRS 161.020, 161.028, 161.030

5 STATUTORY AUTHORITY: KRS 161.028, 161.030

6 NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.020, 161.028, and 161.030

7 require that a teacher and other professional school personnel hold a certificate of legal
8 qualification for his or her respective position to be issued upon completion of a program of
9 preparation prescribed by the Education Professional Standards Board. KRS 161.020 provides that
10 the validity and terms for the renewal of a certificate shall be determined by the laws and
11 administrative regulations in effect at the time the certificate was issued. This administrative
12 regulation establishes certificate renewal provisions and the requirements for successful teaching
13 experience for certificate issuance and renewal.

14 ~~Section 1. Certificate Renewals. (1) If the renewal of a teaching certificate requires the~~
15 ~~completion of additional academic course work in lieu of teaching experience, the credits shall be~~
16 ~~selected from the Planned Fifth-Year Program.~~

17 (2) Except as provided in KRS 161.030(3), a teaching certificate shall be issued for a duration
18 period of five (5) years, with provision for subsequent five (5) year renewals.

19 (3)(a) A certificate shall be renewed for subsequent five (5) year periods upon the completion
20 of:

21 1. Three (3) years of successful teaching experience as established in Section 2 of this
22 administrative regulation; or

2. At least six (6) semester hours of credit or the equivalent in professional development defined in 16 KAR 8:020.

(b) The requirements of this subsection shall apply to teachers who have completed the Fifth Year Program renewal requirements established in 16 KAR 8:020 and 16 KAR 2:010, Section 3.

(4) The renewal requirements shall be completed by September 1 of the year of expiration of the certificate.

(5)(a) Upon expiration, a regular certificate shall be extended for one (1) time for the one (1) year period immediately following the expiration date upon completion of at least one-third (1/3) of the renewal requirements and upon recommendation by the employing school superintendent.

The remainder of the renewal requirements shall be completed within the one (1) year period of reinstatement.

(b) Application for the extension shall be made on Form TC-2.

(6)(a) Experience in the armed forces of the United States of America shall be accepted toward the renewal of a teaching certificate in lieu of required teaching experience as established in Section 2 of this administrative regulation, if the applicant held a valid certificate prior to entering military service.

(b) The validity period of a certificate held by a person at the time of entry into the armed forces of the United States of America shall be extended for the same period of time for which it was valid at the time of entry, beginning from the date of discharge.

(7) For a certificate requiring teaching experience for renewal, experience as a substitute teacher shall be accepted in lieu of required teaching experience as established in Section 2 of this administrative regulation if the holder of the certificate:

(a) Was employed officially by the local board of education;

1 (b) Was paid through the board of education; and

2 (c) Substituted in his certification area no less than thirty (30) teaching days per semester.

3 (8) Work experience at the Education Professional Standards Board, Kentucky Department of
4 Education, or other state or federal educational agency with oversight for elementary and
5 secondary education shall be accepted toward the renewal of a teaching certificate in lieu of
6 teaching experience as established in Section 2 of this administrative regulation.

7 (9) Teaching experience at a regionally- or nationally-accredited institution of higher
8 education in the academic subject area for which the teacher holds certification shall be accepted
9 toward the renewal of a teaching certificate in lieu of teaching experience as established in
10 Section 2 of this administrative regulation.

11 (10) Application for certification renewal shall be made on Form TC-2.

12 Section 2. Successful Teaching Experience for Certificate Issuance and Renewal. (1)
13 Successful teaching experience shall be in a position directly corresponding to the type of
14 teaching certificate for which the application is being made.

15 (2) A full year of experience shall include at least 140 teaching days of employment
16 performed within the academic year.

17 (3) A half year of experience shall include at least seventy (70) teaching days of employment
18 performed within an academic semester.

19 (4) The experience shall include employment on at least a half-time basis as defined in 16
20 KAR 7:010.

21 (5) The experience may include employment in either a public school or a regionally- or
22 nationally-accredited nonpublic school.

1 (6) Experience as a home school teacher shall not be accepted as successful teaching
2 experience.

3 (7) The superintendent of the employing district or chief school officer of the employing
4 nonpublic school shall verify successful teaching experience on the certification application,
5 Form TC-1 incorporated by reference in 16 KAR 2:010 for initial certification or Form TC-2 for
6 certificate renewal.

7 Section 3. Incorporation by Reference. (1) Form TC-2, rev.10/03, is hereby incorporated by
8 reference. [The following material is incorporated by reference:

9 ~~(a) Form TC 1, rev. 9/2000, Education Professional Standards Board; and~~

10 ~~(b) Form TC 2, rev. 9/2000, Education Professional Standards Board.]~~

11 (2) This material may be inspected, copied, or obtained, subject to applicable copyright law,
12 at the Education Professional Standards Board, 100 Airport Road, 3rd Floor, Frankfort,
13 Kentucky 40602, Monday through Friday, 8 a.m. to 4:30 p.m.

Date

Lorraine Williams, Chairperson
Education Professional Standards Board

DRAFT

PUBLIC HEARING AND PUBLIC COMMENT PERIOD: A public hearing on this administrative regulation shall be held on July 29, 2011 at 9:00 a.m. at the offices of the Education Professional Standards Board, 100 Airport Road, 3rd Floor, Conference Room A, Frankfort, Kentucky 40601. Individuals interested in being heard at this hearing shall notify this agency in writing five workdays prior to the hearing, of their intent to attend. If no notification of intent to attend the hearing is received by that date, the hearing may be canceled. This hearing is open to the public. Any person who wishes to be heard will be given an opportunity to comment on the proposed administrative regulation. A transcript of the public hearing will not be made unless a written request for a transcript is made. If you do not wish to be heard at the public hearing, you may submit written comments on the proposed administrative regulation. Written comments shall be accepted until August 1, 2011. Send written notification of intent to be heard at the public hearing or written comments on the proposed administrative regulation to the contact person.

Contact person: Alicia A. Sneed, Director of Legal Services
Education Professional Standards Board
100 Airport Road, Third Floor
Frankfort, KY 40601
(502) 564-4606
FAX: (502) 564-7080

REGULATORY IMPACT ANALYSIS AND TIERING STATEMENT

Regulation #: 16 KAR 4:060

Contact Person: Alicia A. Sneed, Director of Legal Services

(1) Provide a brief summary of:

(a) What this administrative regulation does: This administrative regulation establishes certificate renewal provisions and the requirements for successful teaching experience for certificate issuance and renewal.

(b) The necessity of this administrative regulation: This administrative regulation is necessary to provide notice to certification candidates of the requirements for obtaining and maintaining a teaching certificate.

(c) How this administrative regulation conforms to the content of the authorizing statutes: KRS 161.020, 161.028, and 161.030 require that a teacher and other professional school personnel hold a certificate of legal qualification for his or her respective position to be issued upon completion of a program of preparation prescribed by the Education Professional Standards Board. KRS 161.120 provides that the validity and terms for the renewal of a certificate shall be determined by the laws and administrative regulations in effect at the time certificate was issued.

(d) How this administrative regulation currently assists or will assist in the effective administration of the statutes: This administrative regulation lists the requirements for renewing a certificate in Kentucky.

(2) If this is an amendment to an existing administrative regulation, provide a brief summary of:

(a) How the amendment will change this existing administrative regulation: This amendment incorporates the TC-2 form revised in October, 2003 by reference.

(b) The necessity of the amendment to this administrative regulation: This amendment is necessary to ensure that the most recent application forms are used.

(c) How the amendment conforms to the content of the authorizing statutes: The authorizing statutes, KRS 161.020, 161.028, and 161.030, govern the certification of professional school personnel and grant the Education Professional Standards Board certification authority and the responsibility for establishing the requirements for obtaining and maintaining a

certificate. This amendment establishes certificate renewal provisions and the requirements for successful teaching experience for certificate issuance and renewal.

(d) How the amendment will assist in the effective administration of the statutes: This amendment ensures that the certification application is the most current one available.

(3) List the type and number of individuals, businesses, organizations, or state and local governments affected by this administrative regulation: 174 Kentucky school districts, 30 educator preparation programs, and candidates for teacher certification.

(4) Provide an analysis of how the entities identified in question (3) will be impacted by either the implementation of this administrative regulation, if new, or by the change, if it is an amendment, including:

(a) List the actions that each of the regulated entities identified in question (3) will have to take to comply with this administrative regulation or amendment: The school districts will not be required to take any additional action. The educator preparation programs will not need to take any additional action. Applicants will need to continue to refer to this regulation or the Education Professional Standards board website for current certification requirements.

(b) In complying with this administrative regulation or amendment, how much will it cost each of the entities identified in question (3): There will be no cost to any of the entities identified in question (3).

(c) As a result of compliance, what benefits will accrue to the entities identified in question (3): All entities will be using the most recent certification forms, ensuring consistency in the application process.

(5) Provide an estimate of how much it will cost the administrative body to implement this administrative regulation:

(a) Initially: None

(b) On a continuing basis: None

(6) What is the source of the funding to be used for the implementation and enforcement of this administrative regulation: State General Fund

(7) Provide an assessment of whether an increase in fees or funding will be necessary to implement this administrative regulation, if new, or by the change if it is an amendment: No increase in fees or funding will be necessary to implement this administrative regulation.

(8) State whether or not this administrative regulation established any fees or directly or indirectly increased any fees: This administrative regulation does not establish any fees, or directly or indirectly increase fees.

(9) TIERING: Is tiering applied? (Explain why or why not) NO, tiering does not apply since all candidates for certification will be held to the same standard.

DRAFT

Summary of Material Incorporated by Reference

Form TC-2, 10/03

This is a four (4) page application form to be completed by an employing school district, an institution of higher education, and an applicant who seeks to renew certification. Changes to the form include changing the Education Professional Standards Board's address and adding a request to supply an email address.

DRAFT

FISCAL NOTE ON STATE OR LOCAL GOVERNMENT

Regulation No. 16 KAR 2:010

Contact Person: Alicia Sneed

1. Does this administrative regulation relate to any program, service, or requirements of a state or local government (including cities, counties, fire departments, or school districts)?

Yes X No _____

If yes, complete questions 2-4.

2. What units, parts or divisions of state or local government (including cities, counties, fire departments, or school districts) will be impacted by this administrative regulation? School districts, regional universities, and the Education Professional Standards Board.

3. Identify each state or federal statute or federal regulation that requires or authorizes the action taken by the administrative regulation. KRS 161.028(1) and KRS 161.030

4. Estimate the effect of this administrative regulation on the expenditures and revenues of a state or local government agency (including cities, counties, fire departments, or school districts) for the first full year the administrative regulation is to be in effect. There should be none.

(a) How much revenue will this administrative regulation generate for the state or local government (including cities, counties, fire departments, or school districts) for the first year? There should be no revenue generated.

(b) How much revenue will this administrative regulation generate for the state or local government (including cities, counties, fire departments, or school districts) for subsequent years? There should be no revenue generated.

(c) How much will it cost to administer this program for the first year? There should be no cost to administer this program.

(d) How much will it cost to administer this program for subsequent years? There should be no cost to administer this program in the future.

Note: If specific dollar estimates cannot be determined, provide a brief narrative to explain the fiscal impact of the administrative regulation.

Revenues (+/-):

Expenditures (+/-):

Other Explanation: This is not a fee generating or a revenue costing regulation, but merely establishes the certification requirements for teacher candidates to obtain certification.